

A MANUAL FOR THE OPERATION OF
RECREATION PROGRAMS IN
SELECTED
SPECIALIZED RECREATION CENTERS
FOR BLIND ADULTS. (PART I: THE

CASE MAURICE

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(PART I: THE RESEARCH. PART II: THE MAN-
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Asso. Professor Edith L. Ball
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A MANUAL FOR THE OPERATION OF RECREATION PROGRAMS
IN SELECTED SPECIALIZED RECREATION CENTERS
FOR BLIND ADULTS

by

Maurice Case

Submitted in partial fulfillment of the
requirements for the degree of Doctor
of Education in the School of Education
of New York University

1963

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March 23, 1963

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Despite modern prophylaxis and eye-safety programs, adult blindness in the United States has been increasing at a rate of about 4,800 annually. In 1960, there were an estimated 385,000 blind persons, with a projected total exceeding 400,000 by 1970, the majority over sixty-five years old. In 1956, the published results of a national survey of services to the blind by 398 reporting agencies revealed that Recreation was the third most frequently rendered service. In leisure-centered America, organized recreation had a high priority as a modality for meeting human needs.

Predictively, specialized recreation centers were expanding to meet the needs of increasing numbers of blind adults. These centers were developing in idiosyncratic fashion, guided more by personal than professional factors. Institutional insularity was often evident, and parallelism was much more common than cooperation in program operations. Responsible authorities deplored the lack of acceptable principles and practices. A professional manual could serve to unify efforts and resources with resultant improved recreation service to blind persons.

Literature about blindness was vast, but the definitive field of specialized recreation was largely "terra incognita." The central problem was to conduct a status

survey of major and successful centers. The six centers selected for study encompassed more than half the totality of center operations in the country in terms of staff, facilities, activities and budgets.

The study of current statuses was firmly anchored in the conceptualization that the social validity of the specialized center was based on its commitment to meet the needs of the participants through opportunities for recreation activities and experiences.

The first task was to obtain data about basic human needs from authoritative writings in psychology. The identified psycho-genic needs were then related to recreation needs documented in authentic professional recreation literature. Next, the impact of blindness upon these needs, as well as upon opportunities for their gratification, was gleaned through study of the specialized literature in work for the blind. Experts delineated two interacting categories of effects resulting from blindness, viz.: intrinsic and extrinsic, the former tending to be more physical and psychological, and the latter more sociological. While blindness did not need to be totally disabling, the consensus held that blindness was a severe handicap which seriously limited opportunities for experiences which gratify many basic needs.. Some individuals, strong in personal, social and

economic resources were able, with some assistance, to reorganize their lives and return to a satisfying level of relatively normal living; but for many, blindness was a consignment to isolation, inactivity and deterioration.

The next problem was the investigation of current status. To insure comprehensiveness and consistency of coverage, nine functional areas were researched, viz.:

(1) interpretations, (2) objectives, (3) auspices, (4) people, (5) programs, (6) leadership, (7) administration, (8) history and trends, and (9) professions. Three processes were utilized to get data in these classifications. First, all available center literature was collected, e.g., annual reports, manuals, activity schedules, pamphlets and other written materials. The second process involved formulation, validation, testing and utilization of an interview-schedule designed to gather status data not contained in the center literature. The third step, selective observation of program activities, added supplementary findings. These data were organized and evaluated to present a composite descriptive portrayal of current center operations.

Decided and consistent center insularity was confirmed. Disparity between avowed objectives and implementation through program form and content was notable. Inter-center variations in recreation practices were all the more.

remarkable because all the centers explicitly expressed similar professional objectives.

Principles were urgently needed to direct more effective program operations. Tentative principles were derived from 247 validated principles for the operation of regular community recreation centers. These principles were reformulated on the basis of the data gleaned in the study. The principles for the operation of specialized recreation centers for blind adults were subjected to critical analysis and judgment by a jury of five qualified experts. Ninety-nine principles were validated and included in the content of the manual.

"The Manual for the Operation of Recreation Programs in Specialized Recreation Centers" was developed from the gathered data, derived conclusions and recommendations. Logically and realistically, specialized recreation presupposed professional adequacy in recreation or social group work. The manual was not intended as a primer for unqualified personnel trying to conduct a more demanding level of recreation function.

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PREFACE

This study is the outgrowth of a need frequently and insistently experienced by the investigator as Recreation Director at the New York Association for the Blind for more than twenty years. The need for a comprehensive reference to philosophy, principles and practices for the operation of specialized recreation center programs for blind adults was confirmed by many experienced as well as new administrators and supervisors in the field of work for the blind.

In a democratic society in which ideals and values are rooted in Judaeo-Christian interpretations and principles, the humane professions derive their validity and sanction through the commitment to meet the needs of people who make up our communities. The study begins with the psychological identification of discrete basic individual needs. The satisfaction of these needs through organized recreation activities and experiences turns them into recreation needs, a concept widely accepted by professional recreators. The impact of blindness upon these recreation needs, as well as opportunities for their gratification are next explored. This is the crux of the study.

Since time immemorial, blindness has evoked deep

feelings of fear and rejection which evolving humanitarianism has ever so slowly ameliorated into expressions of concern and sympathy--and, too often, pity. Helen Keller frequently stated that it was not blindness, but the attitude of the seeing toward the blind that was the hardest burden to bear. Many sighted persons tend to treat the blind as if they are either sainted or tainted. For many handicapped persons, blindness is synonymous with isolation; and we are beginning to understand that inactivity, boredom and purposelessness can cripple and kill, slowly and insidiously, but just as corrosively and effectively as a dose of radiation or a bullet.

It is in relation to opportunities for activities and experiences which satisfy human need that blindness is such a restricting handicap; and it is this context that the study concerns the plight of so many blind persons for whom the curtain of isolation can be made thinner through recreation. A descriptive survey of current specialized recreation center programs for blind adults yields definitive data for organization, analysis, evaluation and inclusion in the manual. From the findings, as well as from additional pertinent and authenticated data, operational principles are developed and validated. These principles serve to guide the manual content as well as to suggest procedures and practices which will improve current and future program operations.

The investigator is most appreciative of the cooperation of the recreation administrators and supervisors from the major specialized centers which were included in the study. The American Foundation for the Blind, Inc., the foremost research organization in work for the blind, provided necessary consultation and specialized literature on request, and with encouraging fidelity and promptness.

The patience and understanding of the sponsoring committee chairman, Professor Milton A. Gabrielsen, as well as the other committee members, Professor Edith L. Ball and Professor Frieda J. Behlen, with a full-time employed, part-time graduate student is acknowledged with respectful gratitude.

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P A R T I

THE RESEARCH

CHAPTER I

INTRODUCTION

Significance and Purpose of Study

In 1953, there were an estimated 308,000 blind persons in the United States, with older persons (over 60 years of age), probably accounting for at least two-thirds of this population.¹ In December 1954, the Public Affairs Committee, in cooperation with the National Society for the Prevention of Blindness, indicated that despite prophylaxis and eye-safety programs, adult blindness was increasing at a rate of 4,800 annually.² The April 1959 AFB Bulletin, of the American Foundation for the Blind, Inc., gave 350,000 as the latest estimate of blind individuals, with a projected total of 400,000 by 1970.³

¹Ralph C. Hurlin, Estimated Prevalence of Blindness in the United States (New York: American Foundation for the Blind, Inc., 1953), pp. 14-15.

²Elizabeth Ogg, Save Your Sight (New York: National Society for the Prevention of Blindness and the Public Affairs Committee, Inc., 1954), p. 3.

³American Foundation for the Blind, Inc., AFB Bulletin No. 13, Legislation Series, April, 1959, p. 5.

For some individuals, blindness is a severe but selective crisis and challenge. Strong in personal and social resources, they are enabled with a little assistance to restore themselves to satisfying integrated community living. Some of these remarkable persons may refer to their blindness as just an annoying impediment. But for the majority, blindness is a disabling handicap which severely restricts mobility, and limits opportunities for self-expression and the satisfaction of basic human needs. Too often, blindness is a consignment to isolation and inactivity. Alone, idle, bored, there is no tomorrow, and deterioration proceeds until reality is obliterated. Much of a specialized recreation center's social validity derives from its therapeutic and preventive potentialities in the fields of mental and physical health.

"It is a fact that human beings want to grow, develop, use all their capacities."⁴ The furtherance of individual self-realization through opportunities for activities and experiences which liberate and satisfy the intrinsic needs of every citizen should be the central purpose of democracy. Self-realization is the innate dynamic dimension of living, which gives purpose, wonder, and satisfaction to life, as

⁴H. Harry Giles, Human Dynamics: And Human Relations Education (New York: New York University Press, 1954), p. 3.

well as quality to personality. It is precisely in relation to opportunities for self-realizing experiences that loss of vision is such a severe disability.

Self-realization implicitly connotes the satisfaction of needs. These needs, common to most human beings, have been explicitly identified by psychologists and characterized as basic human needs. Many of these basic needs are satisfied through recreation activities and experiences. Widely recognized recreation authorities refer inclusively to recreation as a basic human need, e.g., Hutchinson,⁵ Butler,⁶ and Nash.⁷

This study is concerned with a community facility, the specialized recreation center for blind adults, which has helped to meet the recreation needs of thousands of blind individuals. "One of the roles of the agency for the blind in the United States and, in fact, in most of the English-speaking countries, has been developing and providing recreational programs for blind persons in the community."⁸

⁵John L. Hutchinson, Principles of Recreation (New York: A. S. Barnes and Company, 1949), p. 7.

⁶George D. Butler, Introduction to Community Recreation (2d ed.; New York: McGraw-Hill Book Company, Inc., 1947), p. 10.

⁷Jay B. Nash, Philosophy of Recreation and Leisure (St. Louis: The C. V. Mosby Company, 1953), p. 208.

⁸Irving Miller and Sherman Barr, Recreation Services for Deaf-Blind Persons (New York: The Industrial Home for the Blind, 1959), p. 1.

This observation was made by Peter J. Salmon, L.L.D., Executive Director of the Industrial Home for the Blind, regarded as one of the most prominent authorities in work for the blind in this country.

In April 1959, testifying before a Congressional House Sub-Committee on Special Education, the Executive Director of the American Foundation for the Blind, Inc. stated that with regard particularly to older blind persons, there was no program in the entire country that was realistically geared to meet their needs; and that perhaps the recreation center was one of the answers.⁹

In 1956, the Bureau of Labor Statistics published the results of a nation-wide survey of services to blind persons. The study indicated that of eight major service categories, recreation was the third most frequently rendered service.¹⁰ At about the same time, the Community Planning Director of the American Foundation for the Blind, Inc. stated, "There is a paucity of professional literature and

⁹American Foundation for the Blind, Inc., AFB Bulletin, op. cit., p. 5.

¹⁰United States Department of Labor, Bureau of Labor Statistics, National Survey of Personnel Standards and Personnel Practices in Services for the Blind 1955, Prepared for the American Foundation for the Blind, Inc. (Washington, D.C., December, 1956), p. 8.

all too little professional experience in rendering social group work and recreational services for blind persons."¹¹

Need for a competent reference resource was evident when the investigator served from 1949 to 1953 as chairman of an ad hoc Recreation Committee of the Greater New York Council of Agencies for the Blind. This Council includes the agencies which conduct the specialized recreation centers for blind adults in New York City. The recreation clientele numbered in the thousands. The combined annual recreation budgets amounted to many hundred thousands of dollars.

Cooperative planning was impeded by lack of an available reference manual. Agency insularity¹² continued as a prevalent characteristic element in these programs to the probable detriment of client, agency, and community. Paradoxically, the investigator had received many requests for information regarding specialized recreation center activities. These came from service organizations throughout the United States and from foreign countries.

¹¹Letter from Alexander F. Handel, Community Planning Director, American Foundation for the Blind, Inc., to the investigator, February 10, 1956.

¹²Hector Chevigny and Sydel Braverman, The Adjustment of the Blind (New Haven: Yale University Press, 1950), pp. 264-266.

The manual will serve as an informative reference for community organization planners, policy-making trustees, and administrators concerned with providing necessary recreation services to blind adults. The manual will be a useful tool in orienting, training and supervising specialized recreation center personnel.

Although the study is concerned specifically with specialized recreation center programs, the resulting manual may serve also as a useful reference wherever there is concern for meeting the needs of blind adults, viz.: regular community recreation centers and settlement houses where some relatively more adequate blind individuals are encouraged to participate in activities which do not require visual acuity; centers and clubs for older citizens among whom the incidence of visual impairment tends to be high; residential homes, hospitals, and custodial institutions where numbers of blind persons are located; and lastly the many smaller specialized agencies for the blind which list recreation as one of their services.¹³ However limited these services may be, there is the awareness that certain client needs can be met through

¹³Hilma Saterlee (comp.), Directory of Agencies Serving Blind Persons in United States and Canada (New York: American Foundation for the Blind, Inc., 1959).

recreation. The Manual can encourage interest and provide useful data for the extension and improvement of these recreation services.

Statement of Problem

The purpose of this study is to develop a manual for planning, administering and conducting recreation programs in specialized recreation centers for blind adults.

Specific Sub-Problems

Part I. The Research

1. To identify the needs of adults which are met through recreation; and to indicate the impact of blindness upon those needs.
2. To determine the current status of selected recreation programs in specialized recreation centers for blind adults; and to show how the blindness of the participants affects these programs.
3. To formulate principles which can serve as a guide for planning, administering, and conducting recreation programs in specialized recreation centers for blind adults.

Part II. The Manual

1. To develop from the collected data, findings and conclusions, a manual for planning, administering

and conducting recreation programs in specialized recreation centers for blind adults.

Definitions of Terms

Blind, Blindness, Legal Blindness: These terms are neither absolute nor scientific. Their precise definitions have been persistent problems in research. Visual acuity, the common measure of blindness, is infinitely variable, except perhaps in the one instance of congenital, complete and total blindness. One is quickly aware when working with "blind" persons that many have varying degrees of visual acuity, as well as varying degrees of visual efficiency, i.e., the effective use of what is visually perceived. Individuals with usable vision are referred to as partially sighted. The phrase "legally blind" is used to designate persons who by reason of impaired visual acuity are severely handicapped in relation to personal, social, educational, vocational, and economic opportunities. Federal statute defines this degree of impaired visual acuity as follows:

The term blind person shall mean any person who has not more than 20/200 central visual acuity in the better eye with correcting lenses; or who has central visual acuity greater than 20/200 but with a limitation in the fields of vision such that the widest diameter of the visual field subtends an angle no greater than twenty degrees. Such blindness shall be certified by a physician skilled in the treatment of the human eye.¹⁴

¹⁴Social Security Act, Title X, Section 1017, Definitions, paragraph (b).

Because the study concerned itself with manifest adult needs (behavior), the investigator has included a more interpretational behavioral classification of blindness prepared by a special Committee on Statistics of the Blind.¹⁵

<u>Laymen's Criteria</u>	<u>Snellen Measurement</u>	<u>Rough Indices of Behavior</u>
1. Totally blind or having "light perception only"	Up to but not including 2/200	Inability to perceive motion of hand at distance of 3 feet or less
2. Having "motion perception" and "form perception"	Up to but not including 5/200	Inability to count fingers at 3 feet
3. Having "traveling sight"	Up to but not including 10/200	Inability to read large letters such as newspaper headlines
4. Able to read large headlines	Up to but not including 20/200	Inability to read 14-point or smaller type
5. "Borderline" cases	20/200 or more but not sufficient for an activity for which eyesight is essential	Inability to read 10-point type or ability to read it with defect of vision as great as to be a marked handicap

¹⁵Edith Kerby, Manual on the Uses of the Standard Classification of Causes of Blindness, prepared for the Committee on Statistics of the Blind (New York: American Foundation for the Blind, 1940), p. 23.

Significantly, the World Council for the Welfare of the Blind recommended a minimum international standard maximum sight of 10/200 with correction.¹⁶

Need:

A need is a construct (a convenient fiction or hypothetical concept), which stands for a force (the physico-chemical nature is unknown) in the brain, a force which organized perception, apperception, intellection, cognition, and action in such a way as to transform in a certain direction an existing unsatisfying situation.¹⁷

Basic Needs:

These needs which everyone has regardless of age, sex or station in life, such as a sense of personal worth, status, recognition, love, a sense of belonging, and attainment of some measure of one's efforts, as well as physical requirements.¹⁸

Recreation: "Recreation is a consummatory experience, non-debilitating in nature, which is in the most literal sense a re-creation of the individual."¹⁹ "Recreation is activity

¹⁶American Foundation for the Blind, Inc., Technical Research and Blindness: Some Recent Trends and Developments (New York, 1956), p. 21.

¹⁷H. A. Murray, Explorations in Personality (New York: Oxford University Press, 1938), p. 123.

¹⁸Carter V. Good (ed.), Dictionary of Education (2d ed.; New York: McGraw Hill Book Company, Inc., 1959).

¹⁹Jay B. Shivers, "A Taxonomy of Recreation," Phi Delta Kappan, XXXX, No. 7 (April, 1959), 295.

voluntarily engaged in during leisure and motivated by the personal satisfactions which result from it."²⁰

Recreation Activities: Refers to specific activities within the general grouping of arts and crafts, dancing, dramatics, literary activity, music, nature and outings, social events, sports and games.²¹

Recreation Experiences: Refers to non-specific activities and states of being which occur within, between, and around regular recreation activities as previously defined, e.g., waiting on a line with others, participating in informal conversations, intense concentration so that one becomes completely absorbed.

Recreation Program: Relates to those aspects of program operation in which there is direct contact with the participants; and includes recreation activities, recreation experiences, facilities, equipment and supplies, and leadership.

Specialized Recreation Center: Refers to a permanent facility in which the recreation program is designed to meet

²⁰The Athletic Institute, The Recreation Program, (Chicago, 1954), p. 1.

²¹Harold D. Meyer and Charles K. Brightbill, Recreation Administration (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1956), p. 365.

the needs of blind adults who are the principal participants served.

Delimitations

This study was concerned with selected currently operating specialized recreation center programs for adult blind men and women who were twenty-one years of age or older. Recreation for blind individuals under twenty-one years of age is a responsibility, primarily, of formal education in specialized residential schools, specialized braille classes in regular schools, or regular classes in regular schools having special resource and consultive assistance.

The selected specialized recreation center programs studied were those operated for the generally normal blind adult whose principal handicap was visual impairment. Programs for blind adults whose degree of exceptional behavior required medically or professionally directed psychotherapy in clinical or special treatment settings were not included.

The Directory of Agencies Serving Blind Persons in the United States and Canada²² listed scores of agencies which referred to their occasional social-party programs as recreation programs. To secure the most reliable data about

²²Saterlee, op. cit.

specialized recreation center programs, criteria for the selection of programs to be studied were set up as follows:

1. Facility--The facility shall be permanent in the form of a building and/or rooms.
2. Staff--At least one full-time payroll designated recreation or group worker, as defined within the personnel structure of the agency, whose primary responsibilities and duties shall be concerned with direct recreation services to blind adults.
3. Time--The program shall operate a minimum of four hours per day, one day per week, and seven months of the calendar year (to exclude non-continuous and/or summer programs.
4. Auspices--Only specialized recreation center programs under voluntary auspices will be included. A national survey reported only two paid recreation workers in public agencies.²³
5. Location--The selected specialized recreation center programs were to be those located in New York City. This delimitation was made for the reasons which follow:

²³United States Dept. of Labor, op. cit., p. 28.

- (a) The majority of programs which met the selection criteria were in New York City.²⁴
- (b) There were twenty-one full-time recreation workers in the United States in September, 1955.²⁵ More than half were employed in the specialized recreation centers in New York City.
- (c) Among the largest voluntary service agencies for the blind, the three most prominent, as demonstrated by their annual reports, participation in local, state and national conferences and conventions, frequency of reference in the professional literature were: The New York Association for the Blind, The Industrial Home for the Blind, and The New York Guild for the Jewish Blind. These agencies conducted five of the seven centers which met the previously indicated criteria.
- (d) Accessibility for personal interview and direct observational study.

This study did not specifically attempt to develop new recreation activities or experiences to meet the needs of blind adults. However, analysis and evaluation of the

²⁴Ibid., p.24

²⁵Ibid., p. 28.

systematically gathered data regarding needs and program suggested adaptations and modifications which were included in the manual to stimulate and guide planners, administrators, supervisors and leaders.

Basic Assumptions

1. Recreation is an essential part of every person's life because it is necessary consummatory experience which meets, in a culturally constructive manner, many physical, psychological and sociological needs of individuals.
2. For many persons, blindness is a severe disabling handicap. Specialization of the environment, i.e., site, facilities, materials, methods and leadership, is necessary to provide experiences which effectively meet recreation needs of these individuals. The specific reference is to persons for whom the intrinsic and extrinsic restrictions resulting from blindness affects behavior as follows:
 - (a) Inability to learn to travel outdoors independently.
 - (b) Need for continual assistance in indoor mobility and personal care skills despite orientation and training efforts.

- (c) Possession of physical and personal traits which are disturbing to sighted participants in non-specialized settings, viz.: disfigurement, poor posture, groping, grimacing, helplessness, withdrawal or aggression.
- (d) Desire to associate with blind persons because the individual derives comfort and security through sharing his feelings with others similarly handicapped, i.e., the risking of self and the meeting of latent dependency needs in an environment in which there is objective expectation and understanding of such roles.
- (e) Need for intensive attention, motivation and assistance for the individual to participate constructively in recreation activities and experiences.

3. A specialized recreation center is an important community facility in which many recreation needs of blind adults can be met. This is true not only for those who require the specialized program, but also for better reorganized blind persons who reside in communities in which understanding and/or resources are not adequate to

effect their integration. The human toll of waiting for the ideal of what ought to be is too great when the pragmatic results are inactivity, isolation, bitterness and personal deterioration.

CHAPTER II

HISTORICAL BACKGROUND

The specialized recreation center for blind adults is a phenomenon of this century. All of the current centers have come into being, or have had their most rapid development during and since World War II.

Specialized recreation is an integral part of the field of "service for the blind." The significance of recreation's role can be better understood within the historical perspective of the general field of blindness.

Literature about blindness is vast. Few disabilities have been the object of such early and lasting attention. Mention of blindness may be found in the earliest Egyptian hieroglyphics, in the early writings of the Greeks, and in the first legal codifications of the Romans.¹

Three general historic periods are usually distinguished in work for the blind, viz., (1) the primitive-survival period, when most blind persons were unwanted,

¹Ishbel Ross, Journey Into Light (New York: Appleton-Century-Crofts, Inc., 1951), pp. 10ff.

ignored or tormented; (2) the humanitarian-asylum period, during which evolving Judaeo-Christian precepts were tending to ameliorate somewhat the harsh ostracism and rejection; (3) the modern period, relatively recent, in which concern for individuality combined with scientific-technological developments to create new opportunities for more effective cultural involvements for blind persons.

It has been a continual lesson of modern history that compassion and concern for maimed humanity are heightened after wars. One of the earliest recorded expressions of such feelings was the establishment in Paris in 1254 of "L'Hôpital des Quinze-Vingts." King Louis IX (St. Louis), provided this hostel for blinded Crusaders returned from battling the Saracens. In this congregate shelter the blind busied themselves with cards and games.² This was perhaps the first, dim and somewhat grim, historical recording of recreation of blind persons. But the common lot of the blind was characterized by ostracism, scorn, and hardship.

In England and in France, the Renaissance period was well under way by the late seventeenth century. This was a time of extensive reasoning and speculating about the human condition. John Locke's disquisition, Essay Concerning Human

²Ibid., p. 34.

Understanding, published in 1690, explored the then extant question; viz., upon gaining sight, could a blind person identify an object through seeing alone, an object which he had learned to know only by touch?³ In 1709, Bishop Berkeley contributed to such deductive explorations with his "Essay Toward a New Theory of Vision." Even Voltaire wrote on the subject.

In 1749, Denis Diderot, who led the intellectual encyclopedists in the cataloguing of contemporary knowledge, wrote his famous "Lettre Sur Les Aveugles." This was the first comprehensive consideration of the mental processes of the blind and included the first recorded recommendations for specialized education. Humanitarian Rousseau called for implementation, but it was 1784 before the "L'Institution National des Jeunes Aveugles" was founded by Valentine Haüy. This was the first formal educational institution for the blind. Like many dedicated pioneers who were to follow his example in other parts of the world, Haüy began with a single pupil. Indicative of the miserable status of the blind at the time is the fact that he had to promise to reimburse his

³Gabriel Farrell, The Story of Blindness (Cambridge: Harvard University Press, 1956), pp. 13-14.

seventeen-year-old student the amount he would lose from his begging activities while in school.

The success of "L'Institution National des Jeunes Aveugles" was soon dramatically demonstrated before learned societies and influential social groups. Such exhibitions have continued to serve as a pattern for arousing interest and support for organized efforts to ameliorate the plight of blind persons.

In the early nineteenth century, schools for blind children were established in Austria, England, and Germany. In 1829, Louis Braille introduced his puncto-graphic dot system for reading and writing communication. Shortly after 1830 three schools for the blind were established in the United States, under private auspices. These institutions still rank among the major specialized schools for blind children, viz.: Perkins Institution and Massachusetts School for the Blind, New York Institute for the Education of the Blind, and the Overbrook School for the Blind, near Philadelphia. In 1836, the first state school was started in Ohio. In 1840, Indiana enacted special legislation for the financial maintenance of the indigent blind. But it was not until the end of the century that other states followed suit, Ohio in 1898, Illinois in 1903, and Wisconsin in 1907.

The economic, religious and humanistic developments in this country, just before and after the Civil War, gave rise to a philanthropic urge which led to the formation of numerous welfare groups and organizations. This was a period of fantastic economic growth with rapid industrialization and urbanization. While huge wealth was being created, large sections of the population were consigned to poverty and deprivation. Traditional attitudes which blamed the dependents for their plight slowly began to give way to knowledge of causative factors outside the individual. The almshouse and "bound out" practices were seen increasingly as wretched, exploitive, and inefficient. Voluntary efforts began to supplement and supplant the harsh, inadequate public welfare practices. This was to continue as the general pattern of American social welfare until the 1930 Depression.

About the turn of the century there were numerous glimmerings of increased concern for the adult blind. Helen Keller had burst upon the scene. Mark Twain referred to her as one of the wonders of the nineteenth century. Born in 1880, she is still, in her eighties, a world-wide symbol for remarkable courage and accomplishment, and a potent force in encouraging efforts and resources in behalf of blind individuals. Her oft-quoted, "Not blindness, but the attitude of the seeing to the blind is the hardest burden to

bear," has helped to objectify the extrinsic sociological effects of visual handicap.

In 1893, the first sheltered workshop and home for a few blind men was established in Brooklyn, New York. This was considered "a miraculous achievement."⁴ In 1895, concern about the need for higher education opportunities for some of the superior specialized school graduates led to the formation of the Missouri National College Association. In 1905, this organization took its present name, the American Association of Workers for the Blind, and it is today the largest association of lay and professional workers in the field. Several years before, in 1902, a special state commission was organized to inquire into the status of blind persons in New York--but soon gave up its task because of lack of public interest. In 1906, a second state commission managed to complete a census of blind persons; but in order to finish their survey, had to resort to the borrowing of funds and clerical assistance from a newly incorporated voluntary private agency, the New York Association for the Blind.⁵ Now known more familiarly as The Lighthouse, the

⁴Industrial Home for the Blind, Annual Report, Brooklyn, N.Y., 1959.

⁵The New York Association for the Blind, The First Report of the New York Association for the Blind (New York, February 5, 1908), p. 19.

New York Association for the Blind has become one of the largest multi-function organizations giving direct services to blind persons. Although one of its first and lasting slogans has been "Light through Work,"⁶ the Lighthouse program began with a recreation activity.

A small group of sightless youths listening raptly to music at a concert in Italy so impressed two well-to-do philanthropically minded sisters, the Misses Winifred and Edith Holt, that upon their return to New York City in 1903 they organized a Committee for Tickets for the Blind. They enlisted the assistance of some of their notable friends, like Carl Schurz and Walter Damrosch. The initial purpose was to provide some cultural divertissement "to ease the cruel burden of infirmity."⁷ Soon they had four hundred dollars and the use of the family parlor as office and meeting place for blind persons and volunteers. Two clubs of blind women were organized, one for women, the other for men. These Lighthouse clubs have continued their existence to the present day. This was the substantive beginning of the specialized recreation center for blind adults in New York City. By the time of the first formal report in 1908, the Lighthouse was able to list many recreation activities in its program,

⁶Ibid., p. 1.

⁷Ibid., pp. 32-36.

i.e., physical culture, choral classes, basket making, German, music, recitations, discussions, outings and festivities, dance classes, sports, boating, and trips.⁸

The Lighthouse recreation program has continued to grow and develop. In 1961, its two recreation center programs were operating at a cost exceeding \$100,000, and serving more than one thousand adults.

In 1914, a group of charitable-minded volunteers founded the New York Guild for the Jewish Blind to provide increased opportunities for recreation to blind adults. Like the Lighthouse before it, the Guild soon became a multi-function organization providing many rehabilitative services to blind persons.

Initially the Guild recreation program was activity centered, offering outings, discussions, dramatics, concerts, reading, calisthenics, bowling, music, dancing, arts and crafts.⁹

In 1944, the Guild moved to larger quarters and centered its expanded recreation activities in a Recreation-Education Department. In 1950 their program was enriched by

⁸Ibid., pp. 57-58.

⁹The New York Guild for the Jewish Blind, Group Work and Recreation Department Manual, New York (1960), p. 12.

the introduction of social group work. In 1953, the social group work emphasis was reflected in a change of name to Recreation and Group Work Department. Gradually the social group work method of working with individuals became the principal operation of the program.¹⁰ Currently, the official designation is Group Work and Recreation Department. When one calls on the telephone, the secretary says, "Group Work."

The other major specialized recreation program for blind adults in New York City came into being during World War II. The Industrial Home for the Blind formally initiated its recreation service with a club-type program. As one of the early specialized work-home organizations¹¹ the I.H.B. had had some experience with recreation through the necessity of providing diversion activities for the men who lived in their specialized home; perhaps not unlike the guests of the Quinze-Vingts, or the folks who met in Miss Holt's parlor. The Light-Buoy Club of the I.H.B. catered to the more mobile, more independent, employed man. To more adequately meet the recreation needs of older visually handicapped adults, the I.H.B. developed the Day Center. Both recreation and social

¹⁰Ibid., p. 15.

¹¹Supra, p. 23.

group work methods are utilized to achieve purposes and goals similar to those of the Lighthouse and of the Guild.

The Brooklyn Bureau of Social Services and Children's Aid Society is a multi-function social service agency which includes a Department for the Handicapped which has a Home Service Division for blind women. This division conducts a recreation program which "is fun with a purpose."¹² The program is a small one and normal recreational methods are utilized to achieve positive values aside from the actual enjoyment of being with others.¹³

The Catholic Guild for the Blind began with a concern for meeting the spiritual needs of blind persons of the Roman Catholic faith. This concern was quickly engulfed by insistent temporal needs. Sauerland¹⁴ in his study found that the most frequent service request of the solicited parishioners was for recreation. Before long, many of the Catholic Guilds for the Blind were conducting specialized center recreation programs.

¹²Brooklyn Bureau of Social Service, Department for the Handicapped, Service and Training Manual, 1957, p. 22.

¹³Ibid.

¹⁴Paul Joseph Sauerland, "Catholic Guilds for the Blind in the United States" (unpublished Master's thesis, Fordham University School of Social Service, 1959), p. 33.

It has been justly stated that more progress has been achieved in behalf of blind persons in the past fifty years of human history than in the preceding thousands of years. Yet, there are many impatient workers who are disturbed by a deeply rooted and continuing parental institutionalism which too frequently characterized the means utilized to achieve avowed goals. Ishbel Ross points this up when, after noting recent progress, she stated:

The blind are still the blind--dependent on countless small services that niggle at their self-respect, confronted by innumerable daily frustrations. It takes the most vigorous and strongest to strike out for effort rather than ease. For one who breasts the current, hundreds give up.¹⁵

In another study, Gowman noted:

Evoking deep and complex emotions, blindness tends to throw up barriers which effectively separate those who are blind from others in society.¹⁶

Sociologist Himes, a little more hopeful, stated:

The evidence leaves little doubt that popular attitudes toward the blind are changing. . . . Perhaps the most we dare conclude is that the changes noted comprise no more than a few random and inchoate tendencies, a bright spot the size of a man's hand against the dark horizon of ancient and foreboding prejudices.¹⁷

¹⁵Ross, op. cit., pp. 6-7.

¹⁶Alan G. Gowman, The War Blind in American Social Structure (New York: American Foundation for the Blind, Inc., 1957), p. 169.

¹⁷Joseph S. Himes, Jr., "Changing Attitudes of the Public Toward the Blind," The New Outlook for the Blind, LII, No. 9 (November, 1958), 335.

The human sciences are enlarging and deepening their inquiries into the phenomenon of blindness. Its complex nature is enshrouded not only in the matrix of sociological dynamics but also deep in the psyche of all individuals. The American Foundation for the Blind, Inc., the foremost research organization in the field, is encouraging systematic explorations which will shed the light of reality on the factors which tend to separate the sighted from the blind and vice versa.

Meanwhile, and probably for a long time in the future, the specialized recreation center for blind adults will continue to be a needed and wanted community facility. Whether justified in terms of special service to meet special needs, or because emotional barriers obscure the understanding of those responsible for community service, the fact remains that in the specialized recreation centers many blind adults experience fertile and provocative forms of recreation which meet their needs. This is the implicit philosophical underpinning of individuality which leads to dignity for the individual who is blind.

Related Literature

In a study of private agency functions and personnel in 1953, Ball stated: "Because recreation is such a new field of activity, there has been relatively little written about

it, and almost no scientific research done in the field."¹⁸

Almost concurrently, Helga Lende, librarian for the American Foundation for the Blind, Inc., wrote: ". . . much of the literature on the blind may be said to be repetitious and in many cases is of a more emotional than factual character."¹⁹

Since those statements were made, there has been a gradual increase in the nature and scope of research in recreation, and in the social, psychological, and economic aspects of blindness. However, the specialized recreation center has been largely ignored, perhaps because a groundswell of intellectual concern with the possibility of integration for a few has obscured the more mundane achievable reality for the many.

There are literally thousands of autobiographical, biographical, anecdotal, and clinical accounts of the problems, behavior, personalities, accomplishments and general experiences of blind persons. Enforced and excessive leisure being proverbial for many blind individuals, more content

¹⁸Edith L. Ball, "A Study of Recreation Function and Personnel in Selected Private Agencies" (unpublished Doctor's dissertation, New York University, 1953), p. 18.

¹⁹Helga Lende, Books About the Blind (New York: American Foundation for the Blind, Inc., 1953), p. vii.



relating to recreation activities might have been expected, although as Ball previously indicated, recreation was such a new field of activity.

Basic survival and some meaningful role in society have been the primary concerns, yet, scattered through the writings there were reports by exceptional blind individuals like Doctor Emile Javel²⁰ and Professor Pierre Villey,²¹ who reported engaging in activities like walking, tandem bicycling, gymnastics, games, music and smoking. While such raw data have obvious pertinence to recreation for blind persons, their subjective and infrequent occurrence within the voluminous literature necessitated stricter selection criteria for prudent and fruitful investigation. Relevancy was therefore based on criteria developed by Graham, Director of Research and Statistics at the American Foundation for the Blind, Inc., as follows:

If a population exists or if data exists that are treated analytically according to some procedure generally acceptable to one of the social science or behavior science disciplines and some interpretations or conclusions are reached as a result of that ordering or analysis

²⁰Emile Javal, On Becoming Blind, trans. Carroll E. Edson (New York: The Macmillan Company, 1905), pp. 50-132.

²¹Pierre Villey, The World of the Blind, trans. Alys Hallard (London: Duckworth, 1930), pp. 133-44.

of data, it has qualified as research for the purposes of this compilation.²²

Graham indicated that although systematic inquiry into the nature and effects of blindness had increased, the great bulk of research had been concerned largely with the vocational personal reorganization of blind adults. The weakest aspect of the improving research picture has been in relation to the aged blind.²³ This fact was of special significance, not only because there were at least 150,000²⁴ aged blind persons in the United States, with the number increasing at a steady rate, but also because as this study progressed it became more and more evident that the majority of the participants in the selected specialized recreation centers were older blind adults for whom vocational rehabilitation was a minor and negligible consideration.

The scientific nature, recency, and comprehensiveness of Graham's annotated compilation made it the prime reference source for related studies and literature.²⁵ His study listed 959 items, classified into five content categories. Table 1 shows the relative distribution of the writings.

²²Milton D. Graham, Social Research on Blindness (New York: American Foundation for the Blind, 1960), p. 2.

²³Ibid., p. 45.

²⁴Ibid.

²⁵Ibid., p. 9.

TABLE 1

CHARACTERISTICS OF ALL ITEMS OF SURVEY
BY CATEGORIES AND NUMBERS

Content Category	Projects	Books	Number of Monographs	Disser- tations	Articles	Total
General	12	31	18	10	122	193
Adult	33	18	37	33	145	266
Young	87	24	28	11	173	323
Deaf-Blind	16	4	13	4	54	91
Psy. Meas.	3	5	2	2	74	86
Total	151	82	98	60	568	959

The "General" content category included broad subjects which pertained to: concepts of the psychology of blindness, tactile and space perceptions, personality factors in adjustment to physical handicap, attitude toward blindness, mobility, integration, etc. These subjects had relevance to all the categories, as well as to any considerations of blind individuals. To keep from exploring interminably into so many related social science and behavior science disciplines, only items having recreation content in their titles or annotations were selected for review and evaluation.

Of the 193 items in the "General" content category,

only two qualified as relevant. Ritter's Technical Research and Blindness: Some Recent Trends and Developments,²⁶ contained a section titled, "Recreational Aids,"²⁷ which indicated that while there had been a constant search for new games, no intensive research had occurred in this area. Unsatisfactory efforts to develop a crossword puzzle and a good noisy ball were mentioned. Ritter then indicated that with little or no assistance blind persons could engage in rowing, swimming, riding, skiing, golf, bowling, shot putting, and wrestling. The author failed to describe the blind individuals who participate in these activities. His reference to "little or no assistance" was perhaps a subtle compliment to a select few exceptional blind persons the author had met or read about. One is reminded of West's, "Integration: For Whom? How?" when he stated, ". . . it is time to stop making general, idealistic observations and recommendations and be more objectively concerned with the extremely complex problems."²⁸ Ritter also listed some social games which are

²⁶Charles G. Ritter, Technical Research and Blindness: Some Recent Trends and Developments (New York: American Foundation for the Blind, Inc., 1956).

²⁷Ibid., pp. 33-35.

²⁸Doral N. West, "Integration: For Whom? How?" New Outlook for the Blind, LI, No. 6 (June, 1957), 254.

well known to recreators in the field, viz.: brailled cards, adapted checkers, chess, Chinese checkers, bingo boards, scrabble, and anagrams. The author opined that the need for solitaire games, especially for older blind persons, had lessened with the advent of the talking book, radio, television and movies. Yet, inexorable time has a quality of extension which makes these constant activities deadening and boring without the variety of change, challenge, active participation and personal interrelationships.

The second item was Zahl's compilation of thirty-four articles by a diverse group of experts which contained a direct reference to the specialized recreation center. In Chapter 5, titled "Additional Factors Affecting Blindness," Phillip S. Platt, Executive Director of the New York Association for the Blind, Inc., noted that:

over two-thirds of blind people are over sixty years of age; that most blind individuals have abundant leisure time; and that a specialized recreation center offers blind persons rich, varied and satisfying recreational services in a friendly, sympathetic atmosphere, at relatively little expense.²⁹

In this aphorism, Platt identified the factors which make the specialized center a valuable community institution,

²⁹Paul A. Zahl, Blindness: Modern Approaches to the Unseen Environment (Princeton, N. J.: Princeton University Press, 1950), pp. 57-68.

i.e., older age of large numbers of blind persons, their abundant leisure time, the extensiveness of the recreation program, the satisfaction of needs in an understanding atmosphere, and the favorable economics.

The other pertinent content category which was reviewed was the "Adult Blind." Of 266 items only five contained significant recreation content. Bauman's monograph, Adjustment to Blindness,³⁰ was a descriptive survey of 433 blind adults from six eastern states. The subjects were divided into three groups, viz.: Group A, consisting of those employed and generally well-adjusted; Group B, those not successful in employment but otherwise deemed well-adjusted; Group C, those unemployed and considered generally poorly adjusted. Recreation activity was one of the categorizing factors so that later findings tended to document what was known. The recreation findings had limited significance because no effort was made to determine the extent of participation either quantitatively or qualitatively. The subjects were asked merely to respond dichotomously, yes or no, to a meager list of recreation activities as follows: radio, reading, movies, music, or visiting. There were few

³⁰Mary K. Bauman, Adjustment to Blindness: A Study as Reported by the Committee to Study Adjustment to Blindness (Harrisburg, Pa.: State Council for the Blind, Department of Welfare, 1954).

significant differences among the groups as participation frequencies were related to variables like vision, health, family attitude, nature of schooling, amount of schooling, age at onset of visual loss, and achievement on intelligence tests and an Emotional Factors Inventory. The paucity of recreation activity and experience was indicative of the need for specialized effort, facility and program. It was somewhat startling to learn that most poorly adjusted blind individuals reported radio listening as their only recreation activity.

Ireland's article,³¹ "Recreation's Role in Rehabilitating Blind People," was a pithy discussion of the diverse roles of recreation in the physical, psychological, and social processes involved in rehabilitation. Accepted general principles, standards, and practices were described. The basic notion of restoration, implicit in rehabilitation, was stated and reiterated in relation to the ideals of integration with the sighted. Some of the basic limitations imposed by blindness, restricted mobility and lessened experiences, as developed

³¹Ralph R. Ireland, "Recreation's Role in Rehabilitating Blind People," Journal of Health, Physical Education, Recreation, XXIX, No. 1 (January, 1958), 21-22.

more fully by Lowenfeld,³² Worchel,³³ and Gowman,³⁴ were indicated. Emphasizing the fact that many so-called blind persons have some usable vision, and referring to the difference between visual acuity and visual efficiency, the author listed the most common misconceptions regarding blind persons, e.g., the blind person as a beggar and/or genius.

Professional verities were stated, viz.: recreation is a desirable activity in itself; recreation should begin on the participant's level with due regard for his interests and capacities. The author then delineated recreation as a means to rehabilitation goals and objectives. Here recreation was interpreted as opportunity for: (1) work, as in arts and crafts, when new skills can be acquired and old skills reaffirmed; (2) learning, new skills and old skills can be relearned without vision; (3) satisfaction of creative urges through singing, playing musical instruments, ceramics, dramatics, etc.; (4) release from tensions through physical, intellectual and emotional activity; (5) socialization through

³²Berthold Lowenfeld, "Psychological Principles in Home Teaching," Outlook for the Blind and the Teachers Forum, XXXVIII, No. 2 (February, 1944), 31-35.

³³Philip Worchel, "Psychological Implications of Blindness," The Seer (The Pennsylvania Association for the Blind), XXIV, No. 3 (September, 1954), 26-33.

³⁴Gowman, op. cit.

small group activities, parties; (6) serve as a means to integration through mixed participation with the sighted.

These opportunities through recreation were quite general and obviously not mutually exclusive. However, they were useful descriptions which served to denote activities in relation to desirable objectives. While stating that the overriding purpose should always be integration, Ireland acknowledged the fact that for some blind individuals the specialized center might be the most achievable level of activity possible. Realistically, therefore, this might be viewed as satisfactory rehabilitation.

The next item was an article by Meyer,³⁵ "Social Adjustment of the Blind," written in 1927, in which it was stated that, "It is difficult to overestimate the importance of the place of social adjustment in work for the blind."³⁶ Recreation was divided into two phases: (1) participating, as in playing music or dancing, and (2) non-participating, as in listening to music. The author urged a proper balance between the two because, "Blind people, even more than sighted people, should be taught the proper use of leisure time."³⁷

³⁵George F. Meyer, "Social Adjustment of the Blind," Proceedings of the Twelfth Biennial Convention of the American Association of Workers for the Blind, Washington, D.C., 1927.

³⁶Ibid., p. 13.

³⁷Ibid., p. 19.



Interestingly, twenty-two years later, in 1949, Meyer participated in a study of the recreational interests of 151 blind adults in New Jersey.³⁸ This was a simple interview-schedule type inquiry by six home teachers of the New Jersey State Commission for the Blind as they visited the first twenty-five cases in their caseloads. Radio listening was the single largest activity in which blind individuals engaged. This finding coincided with the previously reported Bauman study. In addition, the Kohn and Meyer study revealed no significant relationship between recreation interests and factors like schooling or age at onset of blindness. Of some significance was the fact that one-half of the blind persons canvassed showed no preference as to having their recreational or social activities with blind or sighted people. One-third preferred the sighted, and only thirteen persons preferred the company of other blind persons. It should be noted that these were reported as expressed preferences only. There was no apparent implementation of these preferences, nor was there any comparison with a comparable sighted population.

³⁸G. P. Meyer and J. Kohn, "Recreational Interests of Blind Adults," The New Outlook for the Blind, XLIII, No 9 (November, 1949), 251-53.

In 1953, Gravitz³⁹ completed a more scientific investigation of the social participation of blind adults. Social participation was carefully defined as non-remunerative personal contact relationships. The subjects were all without vision or with light and color perception only. The selection procedure which resulted in a random sampling group of 100 individuals out of 1,500 blind adults in the St. Louis area in 1945 took into account such characteristics as age, sex, marital status, income level, health and/or mental affliction. The interview-schedule used was adapted from the Queen Schedule of Social Participation⁴⁰ which contains six parts: (1) participation in organized groups; (2) participation with immediate family; (3) participation with other relations; (4) participation with friends; (5) participation with neighbors; and (6) participation at work. While a third of the clients in the Kohn-Meyer survey expressed a preference for the company of sighted persons, Gravitz found that the majority of his subjects belonged to organizations of or for the blind, and spent 62.5 per cent

³⁹Leonard A. Gravitz, "Social Participation of the Blind" (unpublished Master's thesis, Washington University, Saint Louis, Missouri, 1953).

⁴⁰Stuart A. Queen, "Social Participation in Relation to Social Disorganization," American Sociological Review, XIV, No. 2 (April, 1949), pp. 256-57.

of their time with friends who were blind. "We prefer being with the blind because we have the same basic problems, understand each other's needs, and they (the sighted) treat us like crippled, deaf-mutes and dependents."⁴¹ The more urban character of the subjects in St. Louis, as compared to those in New Jersey, may account somewhat for the differences in data and conclusions. However, the tendency for blind people to cluster and form cliques is a frequently reported phenomenon.

Solomon's "Recreation to Meet Special Needs of the Aged Blind" was a descriptive report of a major portion of the recreation program in one of the agencies selected for study, The New York Guild for the Jewish Blind. Interesting was the statement that:

We find that blind individuals who come to the Guild prefer to come to a specialized agency. This is partly due to the skills that arise out of specialization. Our staff is trained to recognize blind individuals as basically individuals of varying capacities, upon whom blindness has a differential effect. Our activities are, therefore, geared to the abilities and needs of the individual. The blind person also finds it easier to be with his peers--with individuals having a similar handicap--and derives strength from this association.⁴²

⁴¹Gravitz, op. cit., p. 26.

⁴²Aaron Solomon, "Recreation to Meet Special Needs of the Aged Blind," Proceedings of a Symposium of the Social Services Department of the New York Guild for the Jewish Blind (New York: The New York Guild for the Jewish Blind, 1954), pp. 57-66.

Regarding integration with the sighted, Solomon wrote that this rarely occurred because the regular community recreation centers did not have the staff or resources to extend themselves to the serious handicaps which include blindness.⁴³

The extensive and varied program activities were listed. Some of the limiting factors intrinsic to blindness, i.e., inability to perceive complicated objects, colors and shapes were described. Emphasis was placed upon the group because "the group affords him an opportunity of meeting people like himself, who speak in his terms."⁴⁴ The specified purposes were given as follows:

- to provide the group with social and meaningful experiences where stress is placed on interpersonal relationships;
- to provide a group experience for those isolated who had never participated in group activity;
- to use the group work program as a tool in developing positive relationships, and to stimulate those individuals with latent abilities and interests;
- to provide in the group the place where warmth, understanding and acceptance are given;
- to retard the disintegration which is often the accompaniment of fear of loneliness and neglect;
- to promote mental alertness.⁴⁵

Other reference sources for relevant studies were utilized in addition to the Graham compilation. These

⁴³Ibid., p. 59.

⁴⁴Ibid., p. 61.

⁴⁵Ibid.

included the various other publications of the American Foundation for the Blind, Inc., frequently referred to as the A.F.B., and generally acknowledged as the foremost research organization in the field. Prior to the Graham study, the A.F.B. had issued three bulletins,⁴⁶ and a supplementary informational⁴⁷ listing research in work for the blind. Some of the writings which were not included in the Graham study seemed to contain data generally relevant to recreation for blind persons. For example, Hanson's "The Problem of Recreation for the Blind and a Survey of Present Conditions,"⁴⁸ disappointingly turned out to be a relatively superficial descriptive-survey of the involvement of residential school students in recreation activities. A simple questionnaire elicited data from which were developed some

⁴⁶American Foundation for the Blind, Inc., Doctors' Dissertations and Masters' Theses on the Visually Handicapped, Library Series No. 3 (New York, December, 1950), p. 30; Nathaniel J. Raskin and Marian F. Weller, Current Research in Work for the Blind, Research Series No. 1 (New York: American Foundation for the Blind, Inc., October, 1953; Ritter, Technical Research and Blindness . . .

⁴⁷Department of Research Planning, "Source Material on Blindness for Psychologists and Rehabilitation Counselors," New York, August, 1956. (Mimeographed.)

⁴⁸Howard H. Hanson, "The Problem of Recreation for the Blind and a Survey of Present Conditions" (unpublished Master's thesis, South Dakota College of Agriculture and Mechanic Arts, 1948).

naive admonitions about the importance of social skills for blind persons. A follow-up study of blinded veterans⁴⁹ contained direct implications for recreation involvement. Of 1,949 blinded veterans interviewed, 679, or 34.9 per cent, were judged to be making unsatisfactory use of their leisure time.

Merry's "Leisure-Time Activities for the Blind"⁵⁰ was an article similar in form and content to the writings of Ritter and Ireland. Commenting on the acknowledged tendency of blind individuals to lapse into listless inactivity, Merry stated that "it is evident, therefore, that adequate recreational activities for the blind are essential to their physical and mental health and to their social adjustment as well."⁵¹ After listing the many activities in which blind persons participate, i.e., reading braille, use of talking book, listening to radio, music, table games, arts and crafts, attendance at movies, theatre and athletic games, the author

⁴⁹Roger Cumming, A.B.C. Knudson and C. Warren Bludsoe, General Follow-up Study of Blinded Veterans of World War II and Korea (Washington, D.C.: Veterans Administration, U.S. Government Printing Office, 1958).

⁵⁰Ralph Vickers Merry, "Leisure-Time Activities for the Blind," What of the Blind, ed. Helga Lende (New York: American Foundation for the Blind, 1938), pp. 187-94.

⁵¹Ibid., p. 187.

deplored the lack of physiologic and muscular involvement, while at the same time there was an overstimulation of phantasy experience. More active recreation was recommended, like walking, dancing, participation in dramatics and gardening. "Obviously the greatest need of the blind is more recreational activity of a social nature."⁵² Also, "A recreation program for the blind which does not constantly look toward their better social adjustment with the seeing is, in the writer's belief, failing to reach the most important goal of leisure-time activities."⁵³ This familiar theme was to recur many times. While espousing the ideal of integration, the author referred to the questionable practice of community service clubs choosing the blind as worthy receivers of their attention. Cautioning against patronage, Merry mentioned also the unfortunate attitudes which many blind persons have with reference to the sighted.

Lende's annotated bibliographical guide to literature about the blind contained a section, titled "Recreation for the Blind," which listed 111 authors of 114 publications.⁵⁴ Lende's statement that "much of the literature on the blind may be said to be repetitious and in many cases of a more

⁵²Ibid., p. 192.

⁵³Ibid., p. 194.

⁵⁴Lende, op. cit., pp. 261-271.

emotional than factual character,"⁵⁵ was significantly applicable to the majority of these publications. Subject matter scope ranged from a scholarly consideration by Cutsforth of "Some Psychological Aspects of the Recreation Program,"⁵⁶ to a description of football as played at the Michigan State School for the Blind. Nevertheless, because significant raw data might be contained within some of the writings, the annotations were reviewed with specific reference to recreation activities for blind adults. Forty-eight publications included such pertinent content, viz.: three books, three pamphlets and forty-two articles which had appeared in periodicals like Recreation Magazine, Outlook for the Blind, Teachers' Forum, and others.

Villey's The World of the Blind⁵⁷ was basically a general psychological study of blindness. Several chapters were devoted to recreation subjects. Chapter VII, "Gymnastics and Games," emphasized the importance of physical education in relation to mobility and physical and intellectual vigor. Reference was made to activities in which blind individuals

⁵⁵Ibid., p. 1.

⁵⁶T. D. Cutsforth, "Some Psychological Aspects of the Recreation Problem," What of the Blind, ed. Helga Lende (New York: American Foundation for the Blind, 1958), pp. 195-205.

⁵⁷Villey, op. cit., pp. 133-37. Supra, p. 31.

have been known to participate successfully, i.e., tandem bicycling, horseback riding, swimming, boating, mountain climbing, skating, bowling, ball playing.⁵⁸ In Chapter XV, "Art," music, sculpture, and architecture were discussed philosophically, psychologically and esthetically. Helen Keller was cited as an example of learning via excessive verbalization and the unconscious substitution of another's reality for her own. Music, since it is principally sound, was the most feasible for the blind. Esthetic valuation was considered more a deeply integrated experiential formulation rather than the association of sensory perceptions.⁵⁹ Chapter XV was concerned with poetry and the apparent ability of many blind individuals to appreciate and judge poetic form.⁶⁰

The second book, French's From Homer to Helen Keller,⁶¹ was a social and education study of the blind. The "Introduction" contained interesting and relevant data regarding the psychological and sociological effects of blindness.⁶² The only specific mention of recreation appeared in Chapter V, "Summary and Prospect," and the content was indeed meager.

⁵⁸Ibid. ⁵⁹Ibid., pp. 301-28. ⁶⁰Ibid., pp. 331-54.

⁶¹Richard Slayton French, From Homer to Helen Keller: A Social and Education Study of the Blind (New York: American Foundation for the Blind, Inc., 1932).

⁶²Ibid., pp. 3-30.

Promotion of health through indoor and outdoor physical education activities was stressed as was the provision for training in handicrafts and music.⁶³ The reference was principally to the curriculum of residential schools for the blind.

The third book, Buell's Sports for the Blind,⁶⁴ was found also to be concerned primarily with physical education needs and activities of boys and girls. In Chapter VII, "Active Games," Buell reported that out of 1,800 activities in a standard book on games and contests by B. S. Mason and E. D. Mitchel, Active Games and Contests, he had found only about 150 games and contests in which blind individuals could take part.⁶⁵ This statement was in sharp contrast to Ritter's opinion that blind persons could participate in activities with little or no assistance. Buell listed seven characteristics to bear in mind when looking for suitable recreation games and contests:⁶⁶

1. blindfolding one or two players;
2. sound enabling the sightless to know what is happening;

⁶³Ibid., pp. 280-81.

⁶⁴Charles E. Buell, Sports for the Blind (Ann Arbor, Michigan: Edwards Brothers, Inc., 1947).

⁶⁵Ibid., p. 106.

⁶⁶Ibid.

3. different duties for the blind and partially seeing;
4. running to a goal that can be easily found by the totally blind;
5. limited playing area such as gymnasium or tennis court;
6. direct contact such as wrestling;
7. line or chain formation;
8. the possibility of players pairing up in couples.

The first two pamphlets, Recreation for the Blind⁶⁷ and Active Games for the Blind,⁶⁸ were both authored by Buell. The first pamphlet contained considerable data relevant to this study. Many recreation activities were listed and some were briefly described. The author reiterated the frequently stated ideal objective of complete integration into the activities of the sighted world, but indicated he was ". . . realistic enough to recognize that some visually handicapped people have neither the urge for independence nor the personal qualifications necessary for such success."⁶⁹ Buell's use of

⁶⁷Charles E. Buell, Recreation for the Blind, Education Series No. 1 (New York: American Foundation for the Blind, 1951).

⁶⁸Charles E. Buell, Active Games for the Blind (Ann Arbor, Michigan: Edwards Brothers, Inc., 1953).

⁶⁹Buell, Recreation for the Blind, p. 11.

the term "sighted world" was somewhat puzzling because of the constantly changing multiplicity of roles which individuals play in ever-changing settings. The notion of a "sighted world" implies a "blind world," and there is just no such thing--except perhaps in the imagination of H. G. Wells in his story, The Country of the Blind.

The second pamphlet, Active Games for the Blind, was a condensed version of parts of Sports for the Blind, previously mentioned. The third pamphlet, Ritter's Hobbies for Blind Adults,⁷⁰ went over many of the same activities considered by Buell. Brief descriptions were given as well as specific sources for obtaining materials and equipment. As in his previous pamphlet, Technical Research and Blindness: Some Recent Trends and Developments, the author believed that most hobbies presented no great problem because of blindness, provided the individual was hobby-ready and by implication, hobby-capable. The pamphlet was then divided into three sections as follows: (1) Handicrafts, (2) General Hobbies, (3) Social Activities. Under handicrafts, Ritter briefly described the following: leathercrafts, indicating that many blind individuals contented

⁷⁰Charles G. Ritter, Hobbies for Blind Adults, Education Series No. 7 (New York: American Foundation for the Blind, July, 1953).

themselves with assembling articles in kit form; woodworking, power tools and saws when properly and carefully used were safe and feasible for blind woodworkers. Detailed instructions were given for use of hand tools, nailing, measuring, finishing, etc. The other handicrafts items were needlecraft, crocheting, knitting, hand weaving, basketry, seating plastics, metalcraft and jewelry, ceramics, dollcraft and other playthings. The second section was devoted to general hobbies, viz.: home repairs, gardening, animal breeding, cooking, sculpture and painting, photography, music, recording, ham radio, magic, reading, collecting, inventing, travel, and fishing. With such an extensive list of feasible activities, for which little or no specialization was necessary, one might well question the finding in a recent national survey that recreation was the third most frequently rendered service by agencies for the blind.⁷¹ In the "Foreword" of Buell's pamphlet, Recreation for the Blind, the Executive Director of the A.F.B., M. Robert Barnett, stated, "For years those interested in the education and social adjustment of the blind have realized that the development of a constructive program of leisure time activities for those without sight

⁷¹United States Department of Labor, op. cit., p. 8.

constitutes a major problem."⁷² Ritter's data must then relate primarily to exceptional persons. However, his goal setting and imaginative expansion implications may be valuable stimulants in program planning. In the third section, "Social Activities," he extolled the individual who can be the sole blind person in a sighted group. However, the author added that there is unquestionable value for many newly blinded people in the group experiences that can be garnered from organized social activities in specialized settings. Not quite comfortable with this, he quickly provided that these programs should be staffed with qualified group workers and that there should be a steady flow back into their normal activities.⁷³

The subjective, generalized and repetitious nature of the writings was becoming more and more evident. In the light of the apparent diminishing returns in additional relevant data, the selection criterion in the review of the forty-two articles was made a direct reference to recreation for adults in specialized centers. Seven articles met this criterion as follows:

⁷²Buell, Recreation for the Blind, p. 1.

⁷³Ritter, Hobbies for Blind Adults, p. 44.

1. "Recreation at the New York Lighthouse" 1955
2. "The Phoenix Center for the Blind" 1955
3. "Recreation at the Braille Institute of America, Inc." 1956
4. "Recreation Programs of the Industrial Home for the Blind" 1956
5. "Recreation at the Social Center for the Blind, Seattle, Washington" 1957
6. "The Specialized Recreation Center" 1958
7. "Some Psychological Aspects of the Recreation Problem" 1958

Some of the preceding articles later appeared in revised forms in various publications like The New Outlook for the Blind or Recreation Magazine. However, except for Cutsworth's essay, number 7, they represented papers presented at the annual conventions of the American Association of Workers for the Blind, known familiarly as the A.A.W.B. The articles were largely descriptions of programs operated by the authors and/or their organizations. Generally they are replete with subjective observations and implicit self-commendation. Allusion is made to pioneer activities and projects with apparent ignorance of similar program efforts elsewhere.

Case's "Recreation at the New York Lighthouse"⁷⁴

was a description of Lighthouse philosophy, principles, objectives and program. Since the New York Lighthouse was one of the agencies selected for study, more definite data will be found in subsequent chapters.

"The Phoenix Center for the Blind"⁷⁵ was a descriptive report given by its director, Kenneth Herbert. The Center was a beginning recreation effort in Arizona, in which organized services for the blind were less than ten years old. The Center was staffed by only one paid worker, the director. All other functions were performed by volunteers. Interesting geographic and demographic factors were reported. The city of Phoenix had a population of 152,400 within city limits which covered approximately 18 square miles, or 6,246 persons per square mile. The blind population of Phoenix was found to be 1.4 per thousand population, which is below the national average of 1.9 per thousand.

⁷⁴Maurice Case, "Recreation at the New York Lighthouse," Proceedings of the Twenty-Ninth Convention of the American Association of Workers for the Blind, Inc. (Washington, D.C., June, 1955), pp. 166-69.

⁷⁵Kenneth Herbert, "The Phoenix Center for the Blind," Proceedings of the Twenty-Ninth Convention of the American Association of Workers for the Blind, Inc. (Washington, D.C., June, 1955), pp. 170-73.

There were in Phoenix about 213 blind persons with 70 per cent over 60 years of age. The author stresses the idea that one of the principal objectives of specialized recreation is social rehabilitation. The implication was strong that before the minimum recreation experiences provided by the center, the blind persons had few social contacts of any sort.

"Recreation at the Braille Institute of America, Inc."⁷⁶ was significantly interesting in showing an apparently inevitable progression from a more integrated to a more specialized organization. Because of the geographical expansiveness of the Los Angeles community, the agency initiated programs for blind persons within the traditional community facilities, i.e., centers, Y's, churches in the small suburban communities. These programs quickly developed because of the need and the agency soon had to arrange for their own specialized quarters. In their main location in the city, recreation services soon resulted in a separate recreation building which at the time of the report required expansion. The need for the specialized center seemed

⁷⁶J. Milton Johnson, "Recreation at the Braille Institute of America, Inc.," Proceedings of the Thirtieth Convention of the American Association of Workers for the Blind, Inc. (Washington, D.C., July, 1956), pp. 163-68.

incontrovertible. The activities were extensive and varied and several prominent experts were recruited as leaders. It is interesting to conjecture about the apparent attraction of famous personages to the specialized programs for blind persons, i.e., Madam Ouspenskaya to coach in dramatics, and the president of the Professional Writers' League to conduct a poetry writing class.

"Recreation Programs of the Industrial Home for the Blind"⁷⁷ was similarly a descriptive report by its director. Since this program was also among those of the selected specialized centers to be studied, data regarding it will be found in later chapters. However, especially interesting was the suggested code or philosophy which embodied many of the ideals included in standard recreation principles. Their impeccable nature was evident, and just about everybody will pay homage to them. For example, reference was made to quality rather than quantity; good fellowship was to be encouraged; integration of sighted people as participants would be encouraged; there would be minimum rules and regulations, necessary to adequate supervision; program, as much as

⁷⁷Arthur E. Copeland, "Recreation Programs of the Industrial Home for the Blind," Proceedings of the Thirtieth Convention of the American Association of Workers for the Blind, Inc. (Washington, D.C., July, 1956), pp. 168-175.

possible, would be planned with the preferences and interests of the members in mind; and so on. Implementation is implicit in the delineation. The description of facilities and program followed the general pattern developed by the other organizations, except perhaps for a reported emphasis on trips, outings and other activities away from the Center. Like the other specialized center programs, quantitative expansion was rapid. Soon, because of the high incidence of blindness among older persons, it became necessary to consider special programs for them. To meet this need, day center programs were developed. The demand for this service has continued to exceed the ability of the agency to render the service to all who need it.

"Recreation at the Social Center for the Blind, Seattle, Washington"⁷⁸ described a program that was similar to the program of the Phoenix Center for the Blind. The mailing list of Seattle participants was reported as 300 blind persons, with an individual attendance of 125 to 140 per month. The time spread between many activity sessions seemed long, two weeks or a month. There was little

⁷⁸Fuller R. Hale, "Recreation at the Social Center for the Blind, Seattle, Washington," Proceedings of the Thirty-first Convention of the American Association of Workers for the Blind, Inc. (Washington, D.C., July, 1957), pp. 197-200.

information about staff, facilities, equipment; nor were the participants characterized in relation to any distinguishing factors.

The next article, "The Specialized Recreation Center,"⁷⁹ is an essay by this investigator, in which the need for the specialized recreation center was analyzed. On the basis of the analysis, the conclusion was made that ". . . given a concentration of blind persons, particularly older persons, a geographic area of sufficient cultural and economic means, a properly operated specialized recreation center is a desirable community facility."⁸⁰

The last article was a psychological consideration of the general role of recreation in relation to reorganization and adjustment. Cutsforth's "Some Psychological Aspects of the Recreation Problem"⁸¹ voiced a concern that recreation, which admittedly was so vitally necessary for blind individuals, had become a shotgun prescription, a composite potion with a thousand ingredients to cure a thousand specific ills.

⁷⁹Maurice Case, "The Specialized Recreation Center," Proceedings of the Thirty-Second Convention of the American Association of Workers for the Blind, Inc. (Washington, D.C., July, 1958), pp. 229-31.

⁸⁰Ibid., p. 231.

⁸¹Cutsforth, "Some Psychological Aspects . . . ,", pp. 195-205.

The author's suspicion of recreation as a method of institutionalism and segregation was evident when he satirized recreation as:

. . . a source of entertainment, a time killer. It diverts the mind from sorrow and disappointment. It keeps the blind busy; it makes them moral, industrious, courageous, companionable and co-operative. It trains their minds, hands and wills, and, above all else, it makes them happy.⁸²

Cutsforth's egregious aphorism may have had greater pertinency when written in 1938. Institutionalism is invidiously inherent in most specializations; but the recreation profession which can achieve the objectives which Cutsforth listed, can also planfully safeguard, nay strengthen, the independence and self-determining capacities of the participants--be they handicapped or not. "The value of any recreation activity should be judged in terms of the bearing it has on the objective of personality growth,"⁸³ said Cutsforth. A laudable criterion indeed; but what does it mean in specific terms? He then added, "In relation to personality and adjustment, recreation activities should aim toward developing a broad base for social contact and participation rather than at developing special skills and techniques in meeting life."⁸⁴ Why not both in as full

⁸²Ibid., pp. 195-196.

⁸³Ibid., p. 202.

⁸⁴Ibid., p. 205.

measure as possible in relation to the individual and his circumstances? Who can separate one from the other? Specific skills and techniques are quickly evident and reliable. Thus, they strengthen ego and self-regard so that one may move out into ever-widening experiences. As the director of social services at the Cleveland Society for the Blind stated a short time ago:

. . . many present warm issues of long standing may be seen as largely synthetic--for instance, the old and frequently debated question of whether social integration is or is not socially desirable, or whether it is or is not possible; for it will be found that no ready-made objective can be imposed upon the individual. He can use his resources to move toward this or any other objectives which satisfy him."⁸⁵

There are many blind individuals who have utilized specialization for valuable sources of personal satisfactions through creative achievements in arts and crafts, dramatics, music, and personal relationships. "The need to be differentiated and the simultaneous need to be integrated are not easily brought into balance."⁸⁶

Not listed in the compilations and catalogues was

⁸⁵McAllister C. Upshaw, "Services to the Blind in Historical Perspective," The New Outlook for the Blind, LIII, No. 8 (October, 1959), 284.

⁸⁶Florence Hazelkorn, "Some Dynamic Aspects of Inter-professional Practice in Rehabilitation," The New Outlook for the Blind, LIII, No. 5 (May, 1959), 179.

Recreation for the Blind,⁸⁷ a collection of simple games, with descriptions and brief directions, intended primarily for small, self-organized and self-conducted groups of blind individuals. This was a Canadian publication. Small clusterings of blind persons are frequently encountered in Canada.. Many of the games were included in the previously referred to A.F.B. pamphlets by Buell and Ritter.

Also unlisted was a "Recreation Survey" by Buell in 1955.⁸⁸ This was a project of the newly-formed A.A.W.B. Recreation Committee. Four hundred questionnaires were sent to three hundred workers and one hundred agencies for the blind. There were 41 replies from workers and 79 from agencies. The questionnaire was a simple dichotomous "yes or no" indication of whether listed activities were provided. Table I was titled "Recreation Provided for Groups by Agencies and Individual Workers." Parties, picnics, singing, and clubs were the predominant activities listed. Table II was called "Recreation Provided for Individuals by 79 Agencies and 41 Workers." Here, arts and crafts,

⁸⁷Canadian Council for the Blind, Recreation for the Blind (rev. ed.; Toronto, Canada: Canadian National Institute for the Blind, 1957).

⁸⁸Charles Buell (ed.), "Recreation Survey," Recreation Newsletter, Recreation Committee, American Association of Workers for the Blind, Inc., Washington, D.C., 1955. (Mimeographed.)

reading, and gardening were the most frequently indicated activities. The difference between the tables was not significantly clear. A third table was a reported list of the most common problems. The three most wide-spread problems were: (1) lack of money; (2) lack of transportation; (3) lack of volunteers.⁸⁹ Considering the relatively sparse returns, this finding may be characterized as a mild documentation of well-known circumstances.

Turning from the specialized literature concerned specifically with services to blind persons, the investigator located some documentary materials pertaining to recreation for handicapped persons in which some attention was given to the blind. The most useful of these references was Hunt's Recreation for the Handicapped. Chapter V, titled "The Blind,"⁹⁰ was found to be principally abstracted from the specialized literature previously reviewed, particularly from the publications of Charles E. Buell. The material dealt largely with blind children and recreation to meet their needs. With reference to blinded adults, familiar content included such statements as: "Those blinded in adult life experience anxiety about the future and fears

⁸⁹Ibid., p. 2.

⁹⁰Valerie V. Hunt, Recreation for the Handicapped (New York: Prentice Hall, Inc., 1955), pp. 75-97.

of social inadequacy"; and "as a result of such fears blinded adults often become despondent, dependent, or withdrawn."⁹¹ Such observations have been documented by specialized authorities in the field like Cholden, Gowman, Lowenfeld, and Worshel. More useful data were found in Part 1 of the book. This section dealt with the basic nature of man, his environment and the interaction of both. The bio-social interactions of the disabled were developed to show how these increase, lessen, or change their recreational needs. In relation to the blind, Hunt indicated that their needs for social and physical experiences were accentuated. She mentioned the tendency of blind persons to mix with other blind persons which may retard social progress. This was, of course, the oft-expressed concern of many of the specialized workers.

Several other textbooks dealing with recreation for the handicapped were reviewed. These relied even more heavily upon data from the specialized field of services to the blind. For example, Robbins, The Sociology of Play, Recreation, and Leisure Time was generally similar in format to Hunt's textbook, except that Part 1 explored recreation within a sociological rather than physico-psychological

⁹¹Ibid., p. 77.

framework of reference. Chapter XIV was concerned with "Leisure and Recreation for Specialized Groups."⁹² Most of the material relative to blind persons was taken from publications by Solomon and Case. Stafford's Sports for the Handicapped also followed the same pattern except that here the orientation was primarily physical education. In the section on the blind⁹³ the author acknowledged his indebtedness to the specialized workers in the field for his material.⁹⁴

Lastly, the worker studied some of the standard recreation textbooks. All included some content indicating a specialized concern. However, the content was indeed meager. For example: Butler, of the National Recreation Association, in his latest edition of Introduction to Community Recreation, devoted only a few paragraphs to the entire subject of recreation for the handicapped. He stated frankly that "most public recreation programs have been planned for reasonably normal people, with the result that the mentally retarded and physically handicapped have had little opportunity to

⁹² Florence Greenhoe Robbins, The Sociology of Play, Recreation, and Leisure Time (Dubuque, Iowa: Wm. C. Brown Company, 1955), pp. 231-241.

⁹³ George T. Stafford, Sports for the Handicapped (second printing; New York: Prentice-Hall, Inc., 1950), pp. 146-153.

⁹⁴ Ibid., p. 149.

participate."⁹⁵ Danford devoted two short paragraphs to "Service to Special Groups."⁹⁶ Hutchinson's Principles of Recreation contained no specific reference to recreation for handicapped individuals. Recreation Administration, by Meyer and Brightbill⁹⁷ contained a section similar in form, length, and content to those found in Butler and Danford.

The review of related studies and literature disclosed considerable new data directly and indirectly relevant to recreation for blind adults. However, the specialized recreation center for blind adults has been seen to be largely "terra incognita."

⁹⁵Butler, op. cit., 3rd ed., 1959, p. 422.

⁹⁶Howard C. Danford, Recreation in the American Community (New York: Harper & Brothers, 1953), p. 293.

⁹⁷Meyer and Brightbill, op. cit.

CHAPTER III

PROCEDURES

The study consisted of two principal parts. Part I, The Research, was delineated into three areas for exploration and study. The first area was concerned with the psychological identification of basic human needs; their satisfaction through participation in recreation activities and experiences; and the impact of blindness upon these needs. The second area was a descriptive-status study of selected major currently operating specialized recreation centers for blind adults with appropriate note made of certain special characteristics of the handicapped members, as well as the effect of their blindness upon program generally. The third area dealt with the formulation and validation of prominent and central operating principles to serve as guides for planning, administering, and conducting specialized recreation center programs for blind adults.

Part II, "The Manual for the Operation of Recreation Programs in Specialized Recreation Centers for Blind Adults," was developed from the findings, analyses and conclusions contained in the research data.

Whether defined as a type of experience, as a specific form of activity, as an attitude, as an integral part of life, or as a field of work, recreation involved behavior which was an expression of, and a response to individual needs. Butler stated that "a characteristic of all forms of recreation is that each provides an outlet for some basic urge or need."¹

Danford expressed the purpose of recreation as follows:

Man, the highest form of life on this earth, has needs so numerous and varied, and so vital to his general welfare and happiness that much of his existence consists of a continuous series of attempts to satisfy these deep-seated, fundamental needs or drives. The extent to which he succeeds is, in a very large sense, a measure of his personal fulfillment; the extent to which he fails is a measure of human frustration, maladjustment, unhappiness and in many instances, illness or death.²

This broad characteristic and function of recreation has given rise to the incisive term, "recreation need." In the latest edition of Introduction to Community Recreation, Butler used the topical heading, "Recreation--A Fundamental Human Need."³ Referring to recreation as a complement to work, Nash saw recreation as a need for all men.⁴ The term has been given legal sanction in the New York State Education

¹ Butler, op. cit., p. 207.

² Danford, op. cit., p. 95.

³ Butler, op. cit., p. 12.

⁴ Nash, op. cit., p. 208.

Law which explicitly states that "recreation is a basic human need."⁵

However the reference, whether to human need or to recreation need, there was throughout the recreation literature a lamentable lack of descriptive specificity in the identification of such needs. Obviously referring to recreation needs, Danford synonymously used terms like drives, forces, urges, cravings, and impulses.⁶ Apparent psychological orientation seemed to influence the qualitative identification of a need with resultant semantic differentials. For example, Slavson related mountain-climbing to a psychoanalytical death-wish need,⁷ while Danford referred to the same activity as meeting a craving for adventure and excitement.⁸ St. Augustine once remarked that he knew what "time" was until someone asked him. Then he knew it not.⁹ "Need" was found to be a somewhat similarly elusive concept.

⁵ New York State Education Law, Article 24, Section 1120 (1956).

⁶ Danford, op. cit., pp. 86-87.

⁷ S. R. Slavson, Recreation and the Total Personality (New York: The Association Press, 1948), pp. 34-36, 96-109.

⁸ Danford, op. cit., p. 104.

⁹ St. Augustine, The Confessions of Saint Augustine, trans. Edward B. Pusey (New York: Pocketbooks, Inc., Cardinal Edition, 1951), p. 224.

Murray's inclusive bio-psychological definition was indicative of the theoretical character of need when he stated, "a need is a construct (a convenient fiction or hypothetical concept) which stands for a force (the physico-chemical nature is unknown) in the brain, a force which organizes perception, apperception, intellection, conation, and action in such a way as to transform in a certain direction an existing unsatisfying situation."¹⁰ The primary dictionary definition in Webster's indicated, in much simpler fashion, the common dynamic compulsion of need, i.e., "a condition requiring supply or relief."¹¹ Need therefore, contained the characteristics of disequilibrium which stressed toward equilibrium, or homeostasis.

Systematic classification of basic needs left much to be desired. No matter what the desiderata, the ceaseless interactive synergic nature of needs made mutual exclusiveness impossible and definitive identification difficult. Nevertheless, in the interest of formalized investigation, it seemed desirable and fruitful to begin with a group of discrete basic needs which would serve to identify the variously termed

¹⁰ Murray, op. cit., p. 123.

¹¹ Webster's Collegiate Dictionary (5th ed.; Springfield, Mass.: G. & C. Merriam Co., 1937).

recreation needs. This prior step was approved by the doctoral committee chairman.

It must be pointed out that this problem was not conceived as a psychological inquiry into needs, per se. The phraseology of the sub-problem, ". . . to identify the basic need of adults met through recreation," denoted the eclectic and pragmatic intent to derive sufficiently significant data about basic core needs which are gratified through recreation activities and experiences.

Three necessary steps were taken for the solution of sub-problem one, viz.: (1) the identification of basic adult needs; (2) their relationship to recreation needs; (3) the effects of blindness on these recreation needs.

The study of human needs is the province primarily of individual psychology. Standard college psychology textbooks by generally recognized authoritative investigators were selected for study, viz.:

A. H. Maslow, Motivation and Personality

H. A. Murray, Explorations in Personality

G. Murphy, Personality: A Biosocial Approach to Origins and Structures

N. L. Munn, Psychology: The Fundamentals of Human Adjustment

L. P. Thorpe and A. M. Schmuller, Personality: An Interdisciplinary Approach

The table of contents and the index of each book were reviewed. Note was made of the sections pertaining to need. Included was content pertaining to drives, traits, tendencies, forces, presses and vectors. Needs and/or their synonymous equivalents were described explicitly on reference sheets.

After these data were compiled and analyzed, Murray's comprehensive list of adult needs, which resulted in the formulation of the well-known TAT (Thematic Apperception Test),¹² seemed most authenticated and appropriate for use as the basic frame of reference for identifying recreation needs. The considerations which supported this conclusion follow: (1) the needs were derived from a three-year experimental and clinical study at the Harvard University Psychological Clinic, participated in by twenty-eight experienced investigators representing many specializations in the human sciences; (2) the extensive scope of the needs encompassed the formulated needs developed by the other psychologists; (3) the needs were those manifested in overt behavior and could therefore be described in explicit behavioral terms; (4) the needs were grouped into categories which made for more effective reference to recreation needs; (5) the frequent inclusion of these needs by the other psychologists was indicative of their significant discrete identification.

¹² Murray, op. cit., p. 123.

Murray's identified manifest needs were divided into two major groupings. Needs concerned with physiological functions, like inspiration, expiration, water, food, urination, defecation, etc., were termed primary and viscerogenic. The needs concerned with psychological functioning were called secondary and psychogenic. Reference to the latter needs as secondary was based on the acknowledgment of their probable derivation from physico-chemical processes. It was in this sense, too, that recreation needs were considered principally psychogenic in nature. Undoubtedly, recreation satisfies viscerogenic needs, also. However, recreation performs this function in a less direct fashion and largely as by-product to psychogenic activity.

Psychogenic needs were classified into eight major categories. Twenty-eight definitive manifest needs were distributed within these categories, with an explicit behavioral description of the common reactions and wishes engendered by each need.¹³

These psychogenic needs served as guides for the identification and classification of recreation needs found in the writings of acknowledged leaders and authorities in recreation, special education, and group work. The authori-

¹³ See chart, infra, pp. 108-112.

tative statuses of these experts were based on their graduate degrees, their professional positions, their publication achievements, and the frequency of references to and quotations from their works in textbooks and in professional journals of high prestige. Included were the following:

- G. D. Butler, Introduction to Community Recreation
- H. G. Danford, Recreation in the American Community
- V. V. Hunt, Recreation for the Handicapped
- J. L. Hutchinson, Principles of Recreation
- H. D. Meyer and C. K. Brightbill, Recreation Administration
- J. B. Nash, Philosophy of Recreation and Leisure
- F. G. Robbins, The Sociology of Play, Recreation and Leisure Time
- S. R. Slavson, Recreation and the Total Personality
- G. T. Stafford, Sports for the Handicapped
- H. B. Trecker, Social Group Work

An additional textbook, The Recreation Program, was added, which contained needs data and findings adduced by many experts in conference at a National Workshop in Recreation.¹⁴ This textbook replaced Hutchinson's Principles of Recreation which referred to needs in terms which were too general for specific identification.

¹⁴The Athletic Institute, op. cit., p. 1.

Additional needs data were gathered from completed research studies, viz.:

E. L. Ball, "A Study of Recreation Functions and Personnel in Selected Private Agencies"

William Kolodney, "History of the Education Department of the YM-YWHA"

M. L. Thompson, "The Development of a Manual for the Organization and Administration of Recreation Programs for Patients in the Municipal Hospitals of New York City"

and from journals and periodicals:

American Association of Group Workers, "The Group"

American Association for Health, Physical Education and Recreation, "Proceedings"

National Recreation Association, "Recreation" Magazine

American Recreation Society, "Journal"

Documented recreation needs were related to Murray's psycho-genic needs on the basis of manifest behavior consistencies and logical content relationships. A "Needs" checklist chart was prepared. Psycho-genic needs were listed to the left of a vertical axis. Succeeding vertical columns were drawn, one for each documentary source. The source was shown by a code alphabetic letter on the top horizontal axis, for example, (a) referred to Butler, (b) referred to Danford, etc.

The selection of content for study and analysis was again based on references to needs met by recreation as indicated in the tables of contents and indices. A documented

recreation need was marked (x) in the appropriate vertical column to indicate the source, and on the particular perpendicular line to show marked similarity to the psycho-genic need. After extracting pertinent needs data from ten textbooks, several research studies, journals, and periodicals, consistent repetitions of findings indicated sufficient exploration of this area.

In the light of the aforementioned semantic difficulties with regard to the various descriptive elements in identified recreation needs, there was a considerable process of iteration and reduction of descriptive data before a particular box on the chart was marked with an (x). The chart shows the frequency of psycho-genic needs which appeared in the authentic recreation literature as recreation needs.¹⁵

The impact of blindness upon recreation needs was determined through documentary study of the specialized literature in the field. "The association of particular kinds of behavior with particular varieties of physique is a frequently observed phenomenon of human nature."¹⁶ It has been within this conceptualization, psychologically and sociologically,

¹⁵Infra, pp. 120-121.

¹⁶Roger G. Barker, et al., Adjustment to Physical Handicap and Illness: A Survey of the Social Psychology of Physique and Disability (New York: Social Science Research Council Bulletin 55, Revised 1953), p. vii.

that blindness has been considered an independent variable in relation to recreation needs and their satisfaction. However, the accepted and legal definition of blindness has been so broad as to present a persistent problem in the design of valid methodology for the investigation of the effects of visual deprivation on recreation needs. Blindness, as defined, cannot be controlled by a researcher. Undoubtedly, this has been a major factor in the finding that there was so little definitive research in this area. There were only studies and written materials which dealt with general intrinsic and extrinsic effects resulting from blindness.

Graham's compilation of social research on blindness¹⁷ confirmed the paucity of scientific data extant in this area. With the exception of French's social and educational study of the blind in 1932,¹⁸ pertinent and authentic publications post-dated 1940. Selection of pertinent specialized literature for documentary study was based on criteria which follow:

1. That the content was concerned with a population or data that was treated analytically in accordance with some procedure generally acceptable to social science, and that some interpretations or conclusions resulted from the ordering

¹⁷Graham, op. cit.,

¹⁸French, op. cit.

or analyses of data.¹⁹

2. That the writings were authored by educators and/or social scientists who have achieved professional prestige and authoritative status as evidenced by the frequency of references to their findings, conclusions and opinions in the specialized literature.

Included in the materials studied were the following:

1. First edition textbooks and writings:

Rev. T. J. Carroll, <u>Blindness</u>	1961
V. Hunt, <u>Recreation for the Handicapped</u>	1955
P. Worchel, "The Psychological Implications of Blindness"	1954
T. D. Cutsforth, <u>The Blind in School and Society</u>	1951
H. Chevigny and S. Braverman, <u>The Adjustment of the Blind</u>	1950
P. A. Zahl, <u>Blindness</u>	1950
S. P. Hays, <u>Contributions to a Psychology of Blindness</u>	1943
R. S. French, <u>From Homer to Helen Keller</u>	1932

2. Research publications and studies:

L. S. Cholden, <u>A Psychiatrist Works with Blindness</u>	1958
A. G. Gowman, <u>The War Blind in American Social Structure</u>	1958

¹⁹Cf. supra, p. 2.

M. K. Bowman, Adjustment to Blindness 1954

R. G. Barker, et al., Adjustment to
Physical Handicap and Illness 1953

3. Periodicals:

American Foundation for the Blind,
The New Outlook

American Association of Workers for the
Blind, Proceedings

The effects of visual deprivation on recreation needs were assayed through: (1) direct documentation from specialized literature; (2) through logical inference and insight regarding the probable effects resulting from the determined intrinsic and extrinsic limitations caused by blindness. The reported and developed qualitative effects of blindness upon recreation needs were described explicitly.

An attempt at quanta evaluation was discarded when it became quickly evident that even the simplest dichotomous ranking of mild or intense effect of blindness upon recreation needs, was unsubstantive. The dynamic and idiographic nature of personality, as well as the infinite variability of blindness as an independent variable, precluded reliable and useful quantification.

The second study area was concerned with the current statuses of specialized recreation centers for blind adults. Selection criteria for these centers were formulated in Chapter I.²⁰

²⁰ Supra, pp. 13-14.

The Directory of Agencies Serving Blind Persons in the United States and Canada²¹ listed ten agencies in New York City which included recreation in their report of services rendered, viz.:

Associated Blind, Inc.

Athletics for the Blind, Inc.

Blind Industrial Workers Association of New York State, Inc.

Brooklyn Association for Improving the Condition of the Poor

Brooklyn Bureau of Social Service and Children's Aid Society

Catholic Guild for the Blind, Diocese of Brooklyn, Inc.

Catholic Guild for the Blind, Diocese of New York, Inc.

Industrial Home for the Blind

The New York Association for the Blind

New York Guild for the Jewish Blind

Personal contact was made with the executive directors and/or recreation directors of each of the preceding agencies. Six of the agencies did not meet the selection criteria.

The need and purposes of the study were discussed with the executive personnel of the four agencies which met all the selection criteria. Keen interest in the study was evinced. Cooperation was assured. Pertinent annual reports,

²¹ Saterlee, pp. 116-122.

pamphlets, brochures, program and activity schedules, manuals, and other public information materials were made available. Requests for opportunities for interviews and observations of programs were approved.

Written confirmation²² of the nature of the study and an expression of appreciation for the cooperation offered was sent to the executive directors and/or recreation directors of each of the four agencies, viz.:

1. Brooklyn Bureau of Social Service and Children's Aid Society
2. Industrial Home for the Blind
3. The New York Association for the Blind (Lighthouse)
4. The New York Guild for the Jewish Blind

The preliminary data revealed that two of the included agencies, The New York Association for the Blind, and the Industrial Home for the Blind, conducted several centers. With the approval of a member of the Doctoral Committee, Edith L. Ball, each center was treated separately. This decision was based on the following:

1. Each center was in another borough of the city.
2. Each center served a different membership group.
3. Each center operated on a separate budget.
4. Increasing the number of investigated units of operation would tend to increase the validity

²²For copy of letter, see Appendix, infra, p. 394.

of conclusions and judgments made from the gathered data.

The written materials were filed in a case folder designated for each agency. The documentary data in each folder were analyzed with reference to the comprehensive category outline for the study of programs suggested by Larsen, Fields and Gabrielsen²³ as follows:

- | | |
|--------------------|--------------------|
| 1. Interpretations | 6. Leadership |
| 2. Objectives | 7. Administration |
| 3. Auspices | 8. History, trends |
| 4. People | 9. Professions |
| 5. Program | |

To supplement and complement the data gleaned from the written materials, and to secure broad and similar coverage of the recreation program in each of the selected agencies, an interview-schedule was developed.

Analyses of the written materials acquired from each of the selected agencies revealed a sufficiency of data in the following categories: (1) Interpretations, (2) Objectives, (3) Auspices, (4) History and trends, (9) Professions. The interview-schedule was designed, therefore, to include the

²³Leonard A. Larsen, Morey R. Fields, and Milton A. Gabrielsen, Problems in Health, Physical and Recreation Education (New York: Prentice-Hall, Inc., 1953), p. 46.

remaining four categories, namely: (4) People, (5) Programs, (6) Leadership, (7) Administration.

The foundation for the development of the interview-schedule was a data-gathering instrument constructed by Ball²⁴ in a doctoral study of recreation functions in selected private recreation agencies located in the same locale delineated for the specialized recreation centers which are the subjects of this study. Content was made more explicit and inclusive by references to schedules and questionnaires used by private social organizations of acknowledged national and professional prominence, i.e., Family Service Association of America²⁵ and the Child Welfare League of America.²⁶ Three standard textbooks dealing with research methodology were consulted.²⁷

The tentative interview-schedule was then reviewed and evaluated through individual conferences with four

²⁴Ball, op. cit., pp. 524-539.

²⁵Family Service Association of America, "Outline for Self-Evaluation for Private Agencies" (New York, September, 1957) (mimeographed).

²⁶Child Welfare League of America, "Self-Study Outline for Agency Use in the Process of Membership and Periodic Reaccreditation," October, 1958 (mimeographed).

²⁷Larsen, Fields and Gabrielsen, op. cit., pp. 228-240.

individuals, each of whom met the following minimum qualifications: (1) a graduate degree in education or in one of the social service professions; (2) ten years of professional work experience, three of which were in the field of work for the blind; (3) currently employed in the field of work for the blind.

The four experts, as defined, were Eric Josephson, Ph.D., Research Consultant, American Foundation for the Blind; Allan Sherman, M.A., Executive Director, New York Association for the Blind; Sidney Saul, M.S.W., Director of Group Work and Recreation, Jewish Guild for the Blind; and Joan Miller, M.A., Program Director, New York Association for the Blind.

While impressed by the comprehensiveness and scope of the tentative instrument, it was the consensus that some of the requested data would not be available. It seemed also that the depth of probing was too great, in relation to the type of data to be included in a practical operations manual.

The interview-schedule was redesigned in the light of these criticisms. Further review with the experts, and consultation with and approval by two members of the doctoral committee, including the chairman, completed the theoretical validation of the interview-schedule.

The next step was a trial utilization of the instrument. The Manhattan Recreation Center of the New York Association for the Blind was selected for the pilot study. The

format of the interview-schedule was found to be satisfactory. Some of the questions needed to be reformulated to clarify meaning and to make for increased specificity of response. More space was needed for some answers which involved narrative and descriptive content, particularly in relation to adaptations resulting from participant blindness.

Concomitant with the use of the interview-schedule, observations of program operations supplemented and complemented the data obtained. It was noted that these latter observational findings were minimal. This was due to the comprehensiveness of the previously obtained and analyzed written materials, as well as to the data derived from the interview-schedule.²⁸ The fact that the investigator was the Recreation Director in charge of the Lighthouse centers, altered his role somewhat to participant observer. Pertinent program data were probably a little more readily available to him for the Lighthouse. Every effort was made to counteract any bias by utilization of the individual center program directors as sources for the objective reporting of program data.

All achievement is perilously fragile unless it is based on fundamental principle. "A principle is a general

²⁸ For sample copy of interview-schedule, see Appendix, infra, pp. 396-406.

concept based on facts of scientific pertinency or on philosophic judgment arising from insight and/or experience."²⁹

In this definition, Williams artfully blended deduction and induction, the contemplative and the empirical. Principles serve as essential guides for the effective planning, administering, and conducting of recreation programs which are designed to meet the needs of people.

The universality of a common core of basic human needs has been firmly established in the social sciences. Many theories regarding the nature and development of personality support the notion that similar viscerogenic and psychogenic needs, dynamically motivated to a considerable degree by self-actualizing and/or unconscious forces and urges, are at the basis of human personality.³⁰ The data gleaned in the preceding sub-problems have revealed the identity and continuity of these basic human needs.

It was on the basis of this generic conceptualization that the development of principles for specialized recreation centers for blind adults began with documentary exploration for established principles for non-specialized recreation

²⁹ Jesse F. Williams, The Principles of Physical Education (6th ed.; Philadelphia: W. B. Saunders Co., 1954), p. 5.

³⁰ A. H. Maslow, Motivation and Personality (New York: Harper and Bros., 1954), pp. 80-81.

centers for adults. Literally hundreds of principles have been formulated and validated within the recreation and social group work professions. These were extant in the authentic writings of prestige recreation and group work educators like Ball, Brightbill, Butler, Danford, Gabrielsen, Hutchinson, Meyer, Nash and Trecker. Data in their texts, pertinent to the study, were previously noted. Service and professional organizations have also contributed written materials relative to principles of recreation and/or group work, e.g., The National Recreation Association with its regular monthly magazine, Recreation, and voluminous other publications like 19 Recreation Principles; The American Recreation Society with the monthly American Recreation Journal; The American Association for Health, Physical Education and Recreation with the annual Proceedings; and the National Association of Social Workers with the bi-monthly journal, Social Work.

The extensive consideration given to principle was demonstrated by the fact that Hutchinson devoted an entire book to the subject, i.e., Principles of Recreation.³¹ A more specific delineation of recreation principles, prepared for the National Recreation Association, was found in the latest edition of Butler's textbook on community recreation.³²

³¹ Hutchinson, op. cit.

³² Butler, op. cit., 3rd ed., 1959, pp. 148-180.

Part II of Danford's Recreation in the American Community was sub-titled "Principles of Operations,"³³ and his entire Chapter III was concerned with principles of administration.³⁴ In the doctoral dissertation, "A Study of Recreation Functions and Personnel in Selected Private Agencies," Ball validated 249 recreation principles.³⁵

In order to more sharply focus general recreation principles toward operational principles for recreation centers for adults, written materials were obtained from community organizations concerned with the operation of such centers, viz.: The Hudson Guild Neighborhood House, The Jewish Association for Neighborhood Centers, The National Jewish Welfare Board, The 92nd Street Y, United Neighborhood Houses of New York, Inc., and the YMCA of Greater New York.³⁶

The broad category outline for the study of operational principles, suggested by Larsen, Fields, and Gabrielsen,³⁷ was again utilized as a frame of reference in order to insure comprehensive and consistent subject coverage, viz.:

³³ Danford, op. cit., pp. 234-235.

³⁴ Ibid., pp. 69-90.

³⁵ Ball, op. cit., pp. 541-563.

³⁶ For copy of request letter, see Appendix, infra, p. 394.

³⁷ Larsen, Fields and Gabrielsen, op. cit., p. 46.

- | | |
|-------------------|-------------------|
| 1. Interpretation | 5. Program |
| 2. Objectives | 6. Leadership |
| 3. Auspices | 7. Administration |
| 4. People | 8. Professions |

In the preliminary analysis of the principles for the operation of recreation centers, it was noted that the 249 validated principles in Ball's study were particularly pertinent to the present objective, i.e., the derivation of operating principles for regular recreation centers. Ball's agencies were significantly similar to the agencies in the current study, e.g., both were concerned with voluntary recreation functions and personnel in centers located in the New York City area. Both studies were utilizing the Larsen, Fields, Gabrielsen subject classification outline. Methodologically, the validation procedures in the Ball study were almost identical with the validation procedures designed for this sub-problem. Therefore, with the approval of the doctoral committee chairman, Ball's validated principles were used as a starting base from which to finally devise and validate principles for the operation of specialized recreation centers for blind adults.

The next step was an analysis of each of the Ball principles to select those which were central and prominent in relation to the operations of regular recreation centers

for adults. Since principles are general concepts their formulation can be derived on any level of specificity and/or subordination. Utilitarian and pragmatic considerations dictated some limiting quantitative and qualitative criteria. Approval by the doctoral committee chairman was given to the suggestion that the number be held to approximately one hundred principles. In addition to relative subject pertinency, i.e., the operation of recreation centers for adults, careful analysis excluded principles which were similar in content to principles formulated in a preceding category. Principles were also delimited by combination of two or more if they were in the same subject classification and there was no diminution of scope in the process. Ball recognized that her formulated principles included overlappings and duplications.³⁸

The problem was now to derive from the reduced principles for the operation of recreation centers for adults, tentative principles for the operation of specialized centers for adults who were blind. The reduced principles, now numbering 107, were subjected to critical evaluation in the light of authentic data gleaned from the following sources: (1) specialized textbooks concerned with recreation for the

³⁸Ball, op. cit., p. 375.

blind and/or handicapped, viz.: Buell,³⁹ Hunt,⁴⁰ and Stafford;⁴¹ (2) regular recreation texts which contained sections concerned with handicapped individuals, viz.: Butler,⁴² Meyer,⁴³ Robbins;⁴⁴ (3) graduate studies completed in accredited colleges and universities, viz.: Gravitz's "Social Participation and the Blind," and Gowman's "The War Blind in American Social Structure"; (4) pamphlets concerned with specialized rehabilitation centers for blind adults, e.g., Rehabilitation Centers in the United States,⁴⁵ and Rehabilitation Centers for Blind Persons;⁴⁶ (5) the findings developed in the study thus far, particularly the data and conclusions developed in the study of current operations in the selected specialized recreation centers.

³⁹ Buell, Sports for the Blind.

⁴⁰ Hunt, op. cit.

⁴¹ Stafford, op. cit.

⁴² Butler, op. cit., pp. 391-403.

⁴³ Meyer and Brightbill, op. cit., pp. 17-23.

⁴⁴ Robbins, op. cit., pp. 231-259.

⁴⁵ Henry Redkey, Rehabilitation Centers in the United States (Chicago: National Society for Crippled Children and Adults, 1953), pp. 85-103.

⁴⁶ Rehabilitation Centers for Blind Persons (Washington, D.C.: Office of Vocational Rehabilitation, U.S. Department of Health, Education and Welfare, 1956).

The delimited operational principles for regular adult recreation centers were converted into derived tentative operational principles for specialized adult recreation centers on the basis of direct authentic documentation and through logical analysis. A non-specialized principle was retained without alteration when the expressed concept was clearly applicable to the interpretations and objectives of the specialized recreation center. Further delimitations, additions and subtractions, as well as modifications, were based upon the effects of blindness upon adult recreation needs, consequent behavior, and specialized program operations necessitated by these resultants.

On the basis of the data adduced in the first subproblem, it was concluded that the effects of blindness tended to be quantitative rather than qualitative. Acceptance of the universality of a common core of basic human needs therefore presaged a concurrence between the delimited principles for regular adult recreation centers and the derived tentative principles for specialized adult recreation centers. There was relatively little delimitation or modification which attested to the fundamental similarity between institutionalized efforts to provide center recreation for adults whether sighted or blind.

The derived tentative operational principles for specialized recreation centers for blind adults were validated

through critical review and judgment by a jury of five experts. Each expert was required to possess minimum qualifications as follows: (1) a graduate degree in education and/or social work; (2) ten years of professional experience in work for the blind, five of which shall have been as a recreation supervisor and/or administrator.

The study was discussed personally with each juror after which the derived tentative principles were sent with a letter of appreciation and instruction urging comments and additions.⁴⁷ The principles were listed within the Larsen, Fields, and Gabrielsen categories in the form of an evaluatory three-step check list. Each expert was asked to record his judgment of each principle as follows: (1) Agree, (2) Agree in part, and (3) Disagree. Comments on the back of the forms were requested for all judgments not in full agreement.

The reported judgments for each principle were collated. The principles which rated five full agreements were considered validated. It was intended that any principle which received five disagreements would be discarded. The source and origin of the derived tentative principles portended no such possibility; and none occurred. Principles which were questioned partially or fully were reviewed with the particular expert and discussed on the basis of documentary data, extensive specialized experience and logical analysis and deduction.

⁴⁷ See Appendix, infra, p. 407.

Usually, interpretation clarified the points raised. Principles which finally merited four out of five agreements were considered validated. The evaluatory check list of principles and the quantitative markings of the experts appear in the Appendix.⁴⁸

The "Manual for the Operation of Specialized Recreation Center Programs for Blind Adults" was developed from the data gleaned in the study and from the analyses and conclusions which were drawn from these findings. In a real sense, the manual served as a grand or final integration and summation of these data and conclusions. This point was made clear in the "Foreword" so that subsequent readers of the manual would know and understand the study basis of the content.

In the preliminary planning of the format and content of the manual, it was suggested by supervisory and administrative personnel in the centers that the length of the manual be kept to approximately one hundred pages, for obvious pragmatic reasons. The doctoral committee chairman approved the recommendation.

Chapter I included essential background content necessary for an understanding of blindness, i.e., its definition, prevalence, incidence, and the implications of these data for

⁴⁸ See Appendix, infra, pp. 408-432.

the immediate future. Then a section gave a sketch of work for the blind in historical perspective to show the long road and slow progress in the struggle to individualize visually deprived persons. Individualization of the blind, so long in coming, and still so far from substantive realization, had nevertheless reached the stage of some concern for meeting their needs. Concern for human needs implicitly connoted individuality, a dominant article of faith in a democratic society. In the next section, basic human needs were delineated and shown to be recreation needs because their satisfaction could be achieved through participation in organized recreation activities. How blindness limited and restricted opportunities for recreation need satisfaction was described and reference was made to the compounding intensification of need because of deprivation of activity and experience because of blindness.

The recreation services grew along with the other services. Then the impact of professional recreation altered the form and content of the programs. More recently, additional characteristics were added through the introduction of social group work, which in some centers became the principal methodology for achieving program objectives. These influences on the specialized recreation center programs were described in order to provide the setting for those visually deprived individuals who need and want specialized recreation

center services. In this section, the significant characteristics of the several thousands of center enrollees served to strengthen and emphasize the reality need for the specialized recreation center activity program which was the subject matter for the following Chapter II.

Chapter II dealt with the activity program. An introductory section emphasized the importance of activities as the media through which the goals and objectives of the center were achieved, evaluated, changed, developed and again evaluated in an ever continual process of improvement. Ten discrete categories of recreation activities were identified and described. More than one hundred specific recreation activities were included in these categories which make up the activity programs of the centers which were studied. These were regularly established recreation activities which could be observed in many well organized recreation centers for sighted persons. Specific references were given with regard to the numerous authoritative textbooks and other writings in recreation in which these regular recreation activities are explicitly described. For example, in The Recreation Program,⁴⁹ the recreation activity category, "Arts and Crafts," was delineated into eight subordinations, viz.:

⁴⁹The Athletic Institute, op. cit., p. 1.

- a. General Interpretations and Objectives
- b. General Scope and Standards
- c. Organization of Arts and Crafts Program
- d. Facilities, Equipment, Supplies
 - (1) Purchasing
 - (2) Maintenance
- e. Leadership
- f. Teaching and Motivating Techniques
- g. Use of Volunteers
- h. Safety

This manual was not intended as a basic primer in regular recreation activities. Such literature, professional and authentic, is available through the National Recreation Association, the sectarian organizations which deal with recreation centers, e.g., the Y.M.C.A.'s and Y.M.H.A.'s; and the many colleges and universities which have recreation curricula. Specialized recreation center activities were therefore described from the specialized point of view, i.e., on the basis of the fact that the participants were blind individuals. This not only served the essential purpose and function of the manual, but also tended to underscore the importance of viewing specialized recreation as regular recreation adapted for people requiring some extra considerations. For unity of presentation, the pertinent validated operational

principles were interwoven into the content of these considerations, or when this was not feasible, they were added as partial summations of the preceding paragraphs.

Chapter III was devoted to several specialized areas of program difficulty which were uniquely related to the characteristics of the members as blind persons, viz.: food service and transportation. Obviously, food service could have been considered a program activity, for it was that; and transportation was clearly an item in administration. However, in work for the blind, and particularly with reference to the specialized recreation center for blind adults, these subjects merited particularized treatment immediately following the chapter on program activities.

Chapter IV was concerned with leadership, paid and volunteer. Leadership was seen as the sine quo non of overall program elements. Fundamental qualifications and characteristics were delineated. Special consideration was given to the subject of volunteers since these workers predominate the specialized recreation center programs. Their indispensability was universally acknowledged. Recruitment, selection, orientation, training, supervision, evaluation, and recognition were the areas explored. The importance of emotional stability was emphasized in order to promote a center climate which would tend to weaken the pervasive and negative stereotypes of blindness.

Chapter V was titled "Administration," in which were presented those elements of program operation which are more clearly management. Included were the following subject areas: (1) program time and content, i.e., length of season for staff and members, length and time of activity day, frequency of individual member attendance, involvement of staff and members in over-all center program planning and individual program planning; (2) financing, i.e., center operating costs, per capita costs, the handling of donations, center fees and charges; (3) record keeping, statistical reporting and general business procedures and practices involved in purchasing equipment and materials; (4) maintenance, housekeeping, safety procedures like fire drills, accidents and other emergencies.

The fact that all the specialized recreation centers were subsidiary service aspects of large social welfare or rehabilitation organizations circumscribed the explicit details available for study. The essential nature of the recreation function was clearly adjunctive and ancillary to many urgent and fundamental human needs engendered by blindness. In other words, the specialized recreation center, per se, could not exist as an entity separate from the other needed non-recreation services. This was inherent in the reality of blindness as a multiple handicap. The data in this chapter were presented on the basis of this assumption.

Chapter VI was concerned with Areas and Facilities.

The six centers studied apparently had few alternatives in the consideration of areas and facilities. Most of them occupied facilities which were part of buildings which housed the parent organization. In some instances, an available building or part of a structure was acquired and renovated for the necessary functions. Two recreation centers which were constructed by the parent organizations within the past ten years were functionally inadequate. Therefore it seemed important to include validated principles which were formulated from the authoritative recreation and center literature.

Chapter VII contained an organized listing of resources for equipment, materials, and services. These sources were compiled from the data obtained in the center interviews.

Chapter VIII included a carefully selected listing of useful and authoritative literature directly concerned with needs, recreation, recreation needs, blindness, effects of blindness, specialized recreation centers, and social group work.

CHAPTER IV

THE IMPACT OF BLINDNESS UPON ADULT RECREATION NEEDS

Evolving from human needs, recreation derived its sanction and significance as a helping profession through the commitment to satisfy these needs. The identification of basic adult needs was made the primary step in the investigation of the sub-problem. Authoritative psychological literature was studied. A comprehensive and definitive compilation of overt, manifest needs was authenticated by reference to similar and/or identical needs developed by psychologists of prestige in the field, viz.: Gordon W. Allport, A. H. Maslow, Norman L. Munn, Gardner Murphy, H. A. Murray, Louis P. Thorpe and Allen M. Schmueller.

The evolution of recreation from basic needs was so evident and pervasive as to give rise to the incisive term "recreation need." Jay B. Nash referred to recreation as a complement to work and therefore a need for all men.¹ The discrete adult needs identified were then related to needs

¹Nash, op. cit., p. 208.

specified in the professional literature as recreation needs, i.e., adult needs met through recreation activities and experiences. The documentation included textbooks by George D. Butler, Charles A. Bucher, Howard G. Danford, Valerie V. Hunt, John L. Hutchinson, Harold D. Meyer and Charles K. Brightbill, Jay B. Nash, Florence G. Robbins, S. R. Slavson, George T. Stafford, Harleigh B. Trecker, and the Athletic Institute. The relevant doctoral dissertations of Edith L. Ball, "A Study of Recreation Functions and Personnel in Selected Private Agencies"; William Kolodney's "History of the Education Department of the YM-YWHA"; and Morton L. Thompson's "The Development of a Manual for the Organization and Administration of Recreation Programs for Patients in the Municipal Hospitals of New York City" were also studied. Pertinent articles in journals and magazines in group work and recreation were reviewed for recreation needs data, viz.: The Group, published by The American Association of Group Workers; Journal, published by The American Recreation Society; Proceedings, published by The American Association for Health, Physical Education and Recreation; and Recreation Magazine, published by The National Recreation Association.

Finally, the impact of blindness upon recreation needs and their satisfaction was evaluated through study of the authoritative literature in the specialized field known as

"work for the blind." Fortunately, the American Foundation for the Blind, the leading national research organization in the field, had just published a comprehensive compilation of the current status of Social Research on Blindness.² It was therefore possible to exclude the vast impressionistic and/or anecdotal literature; and to include data that had been treated according to some procedure acceptable to one of the social science or behavioral science disciplines.³ Significant data were gleaned from these selected writings which included first edition textbooks, research publications and studies completed since 1932, the date when the first systematic work was published.⁴ Selection of pertinent specialized literature was set forth in Chapter III.⁵

Common Adult Needs

Most psychologists considered need as a concept inferred to explain manifest behavior. Psychologist Murray's definition was comprehensive and specific, i.e.:

A need is a construct (a convenient fiction or hypothetical concept) which stands for a force (the physico-chemical nature is unknown) in the brain; a force which organizes

² Graham, op. cit.

³ Ibid., p. 2.

⁴ French, op. cit.

⁵ See supra, pp. 78-79.

perception, apperception, intellection, conation, and actions in such a way as to transform in a certain direction an existing unsatisfactory situation.⁶

Authoritative psychologists urged holistic and synergic conceptions of personality and the human needs which were fundamental to its core. Murray expressed this notion as follows:

"A human being is a motile, discriminating, valuating, assimilating, adapting, integrating, differentiating, and reproducing temporal unity within a changing environmental matrix."⁷

Prominent psychologist A. H. Maslow contributed a distinctly human quality to Murray's definition of need when he added: "Man is a perpetually wanting animal."⁸ Maslow's neurosis-health continuum hypothesis seemed to relate directly to the "certain direction" in Murray's definition, i.e., the manner in which needs were met determined the direction and degree of physiological and/or psychological pathology or health.⁹

In his reference to need, Maslow expressed a frequently encountered admonition in personology, i.e., "We should give up the attempt once and for all to make atomistic lists

⁶Murray, op. cit., p. 123.

⁷Ibid., p. 36.

⁸A. H. Maslow, "Theory of Human Motivation," Twentieth Century Psychology, ed. P. L. Harriman (New York: The Philosophical Library, 1946), p. 22.

⁹Maslow, Motivation and Personality, pp. 147, 345.

of drives and needs. For several reasons such lists are theoretically unsound.. First of all, they imply an equality of potency and probability of appearance. Secondly, such a listing implies an isolatedness of each of these drives from each of the others. Of course, they are not isolated in any such fashion."¹⁰

Psychologist Gardner Murphy similarly advised dynamic, holistic conceptualizations, and cautioned against the dangers of isolation experiments.¹¹ He stressed need patterns and combinations of interrelated needs.¹²

Thorpe and Schmuller contributed a related but somewhat different point in their reference to primary and derived needs:

That much is still lacking in our knowledge of human dynamics is admitted by virtually all psychologists. The "intangibles" of motivation, or the variables, to use a more operational term, continue to interfere with any precise measurement of need or drive. However, there is available considerable evidence indicating that for all practical purposes the individual behaves in ways determined by his primary and derived drives, however these drives are considered.

There is nevertheless little reason for believing

¹⁰ Ibid., p. 70.

¹¹ Gardner Murphy, Personality: A Biosocial Approach to Origins and Structures (New York: Harper and Bros., 1947), pp. 1-23.

¹² Ibid., p. 401.

that any one relationship obtains with respect to need or drive and its gratification.¹³

Allport concluded that "adult motives are infinitely varied, self-sustaining, contemporary systems, growing out of antecedent systems, but functionally independent of them."¹⁴

In "Idiographic Analysis of the Single Personality," Allport referred to traits as tendencies to react in defined ways in response to defined classes of stimuli. Yet, he concluded, "traits are elusive in scientific analyses, however, and are defined and measured only at the risk of some ambiguity."¹⁵

With the preceding as background, it seemed paradoxical to continue the attempt to identify and classify discrete adult needs. Yet this was done, and for several reasons. Their caution notwithstanding, these authoritative academic, functional, and dynamic psychologists proceeded to formulate classifications and categories of adult needs. Some explanation for this was given by Maslow in "Self-Actualizing People: A Study of Psychological Health":

¹³ Louis P. Thorpe and Allen M. Schmuller, Personality, An Interdisciplinary Approach (New York: D. Van Nostrand Company, Inc., 1958), p. 63.

¹⁴ Gordon W. Allport, The Nature of Personality: Collected Papers (Reading, Pa.: Addison-Wesley Publication Co., 1950), p. 78.

¹⁵ Gordon W. Allport, "Idiographic Analysis of the Single Personality," Essentials of Psychological Testing, ed. Lee J. Cronbach (2d ed.; New York: Harper and Bros., 1960), pp. 499-501.

Finally, I consider the problem of psychological health to be so pressing, that any leads, any suggestions, any bits of data, however moot, are endowed with certain temporary value. This kind of research is in principle so difficult--involving as it does a kind of lifting oneself by one's axiological bootstraps--that if we were to wait for conventionally reliable data we would have to wait forever.¹⁶

Maslow's suggested utilization of available needs data was accepted as adequate justification for the fruitful formulation of basic adult needs that were met by recreation, and which therefore could be termed recreation needs. The identification of recreation needs was fundamentally necessary, because recreation derived its sanction and status as a profession through its commitment to meet human needs; and because recreation programs evolved from human needs.

The most comprehensive formulation of adult needs was found in H. A. Murray's Explorations in Personality. Like most of the other psychologists, he developed two major needs classifications, viz.: (1) physiological, also referred to as viscerogenic, biological, innate, primary, universal, and basic survival needs; and (2) psychological, also referred to as psychogenic, derived, secondary needs. Continuous reciprocal interrelationships between and among physiological and

¹⁶A. H. Maslow, "Self-Actualizing People: A Study of Psychological Health," The Self: Explorations in Personal Growth, ed. Clark E. Moustakes and Sita Ram Jayaswal (New York: Harper & Bros., 1956), pp. 160-161.

psychological needs were generally acknowledged culminating in specific specializations like psychosomatics, i.e., the effects of the psychological on the physiological; and the converse, somatopsychology, the focus of concern in the development of the impact of blindness upon psycho-genic needs met through recreation.

Primary physiological needs like inspiration, expiration, water, food, urination, defecation, etc., were not considered recreation needs. Recreation was largely concerned with the psycho-genic, derived needs of man.

Murray developed eight categories of psycho-genic needs within which he identified twenty-eight discrete adult needs that were derived from observations of manifest behavior. The categories and needs with their common reaction systems and wishes were represented in chart form as follows:

**PSYCHOGENIC NEEDS--COMMON REACTION
SYSTEMS AND WISHES**

NEED	Descriptive Behavior Characteristics Which Imply Need
CATEGORY I.	Needs associated with inanimate objects; sometimes with animate, i.e., acquiring friends, maintaining loyalties, possessiveness, organizing groups.
1. Acquisition	To gain possessions and property. To grasp, snatch or steal things. To bargain or gamble. To work for money or goals.

- | | |
|-----------------|---|
| 2. Conservance | To collect, repair, clean and preserve things. To protect against damage. |
| 3. Order | To arrange, organize, put away objects. To be tidy and clean. To be scrupulously precise. |
| 4. Retention | To retain possession of things. To refuse to give or lend. To hoard. To be frugal, economical or miserly. |
| 5. Construction | To organize and build. |

Category II. Needs commonly called ambition, will-to-power, desire for accomplishment and prestige.

- | | |
|----------------|---|
| 6. Achievement | Will to power over things, people and ideas. To overcome obstacles. To exercise power. To strive to do. |
| 7. Recognition | Efforts to gain approval and high social status. To excite praise and commendation. To command respect. |
| 8. Exhibition | To attract attention to one's person. To excite, amuse, stir, shock, thrill others. Self-dramatization. |

CATEGORY III. Complementary to Achievement and Recognition are the desires and actions which involve the defense of status or the avoidance of humiliation.

- | | |
|-------------------|---|
| 9. Inviolacy | Attempts to prevent a depreciation of self-respect, to preserve one's "good name." To be immune from criticism. |
| 10. Seclusion | Isolation, reticence, self-concealment. |
| 11. Infravoidance | The fear of and retraction from possible sources of humiliation. To avoid failure, shame, ridicule. To conceal a disfigurement. |
-

12. Defendance	To defend oneself against blame or belittlement. To resist probing. To offer extenuations, explanations, excuses. To justify.
13. Counteraction	Proudly to overcome defeat by re-striving and retaliating. To select the hardest tasks. To defend one's honor in action.
CATEGORY IV. Needs which have to do with human power exerted, resisted or yielded to.	
14. Dominance	To influence or control others. To persuade, prohibit, dictate. To lead and direct. To restrain. To organize the behavior of a group.
15. Deference	To admire and willingly follow a superior. To cooperate with a leader. To serve gladly.
16. Similance	To empathize. To imitate or emulate. To identify oneself with others. To agree.
17. Autonomy	To resist influence or coercion. To defy an authority or seek freedom in a new place. To strive for independence.
18. Contrarience	To act differently from others. To be unique. To take the opposite side. To hold unconventional views.
CATEGORY V. Needs (dichotomous) sado-masochistic.	
19. Aggression	To assault or injure. To murder. To belittle, harm, blame, accuse, or maliciously ridicule a person. Sadism.

20. Abasement To surrender. To comply and accept punishment. To apologize, confess, atone. Self-depreciation. Masochism.

CATEGORY VI. Need to restrain primitive, asocial impulses in order to remain an accepted member of culture.

21. Inhibition To avoid blame, ostracism
Blame avoid- or punishment by inhibit-
ance ing asocial or unconven-
 tional impulses. To obey
 laws.

CATEGORY VII. Needs which have to do with affection between people; seeking it, exchanging it, giving it, withholding it.

22. Affiliation To form friendships and
 associations. To greet,
 join and live with others.
 To cooperate and converse
 socially with others. To
 love.

23. Rejection To snub, ignore or exclude.
 To remain aloof or indif-
 ferent. To be discrimin-
 ating.

24. Nurturance To nourish, aid or protect
 a helpless person. To ex-
 press sympathy. To
 "mother" a child.

25. Succorance To seek aid, protection or
 sympathy. To cry for help.
 To plead for mercy. To be
 dependent.

26. Play To relax, amuse oneself,
 seek diversion and enter-
 tainment. To have fun.
 To play games. To laugh,
 joke, be merry.

CATEGORY VIII. Need to ask and tell.

27. Cognizance	To explore. To ask questions. To satisfy curiosity. To look, listen, inspect. To read and seek knowledge.
<hr/>	
28. Exposition	To point out and demonstrate. To relate facts. To give information, explain, interpret, lecture.

A definitive formulation of adult needs was also developed by A. H. Maslow. Additionally, he introduced a conception of pre-potency or hierarchy of needs. Maslow too, began with physiological or viscerogenic needs, although he had earlier cautioned, "Thus it seems impossible as well as useless to make any list of fundamental physiological needs, for they can come to almost any number one might wish depending on the degree of specificity of description."¹⁷

Maslow acknowledged that psychogenic needs evolved from the living, functioning and developing organism. His hierarchical listing follows:¹⁸

1. Need for safety, protection and care.
2. Gregariousness, the need for affection and love relations.

¹⁷ Maslow, Motivation and Personality, p. 81.

¹⁸ Ibid., pp. 84-97.

3. Need for respect, standing, status with consequent self-respect.
4. Need for self-actualization, self-fulfillment of idiosyncratic and species-wide potentiality of the individual.
5. Cognitive need, for knowledge, curiosity.
6. Need for understanding, philosophy, theology, value-system building and exploration need.
7. Need or impulse to beauty, symmetry and possibly to completion and order (aesthetic needs).
8. Need to express, act out and motor completion.
9. Culture-determined needs which are products of the learning process.
10. Unidentified neurotic needs which are products of frustration and thwarting.

Reasonable semantic flexibility and dexterity encompassed Maslow's identified needs within Murray's needs categories, for example:

Their first categories of primary physiological needs were practically identical.

Maslow's next category, which included the need for safety, protection and care, was related directly to Murray's Category III, concerned with needs which involved the defense of status and avoidance of humiliation.

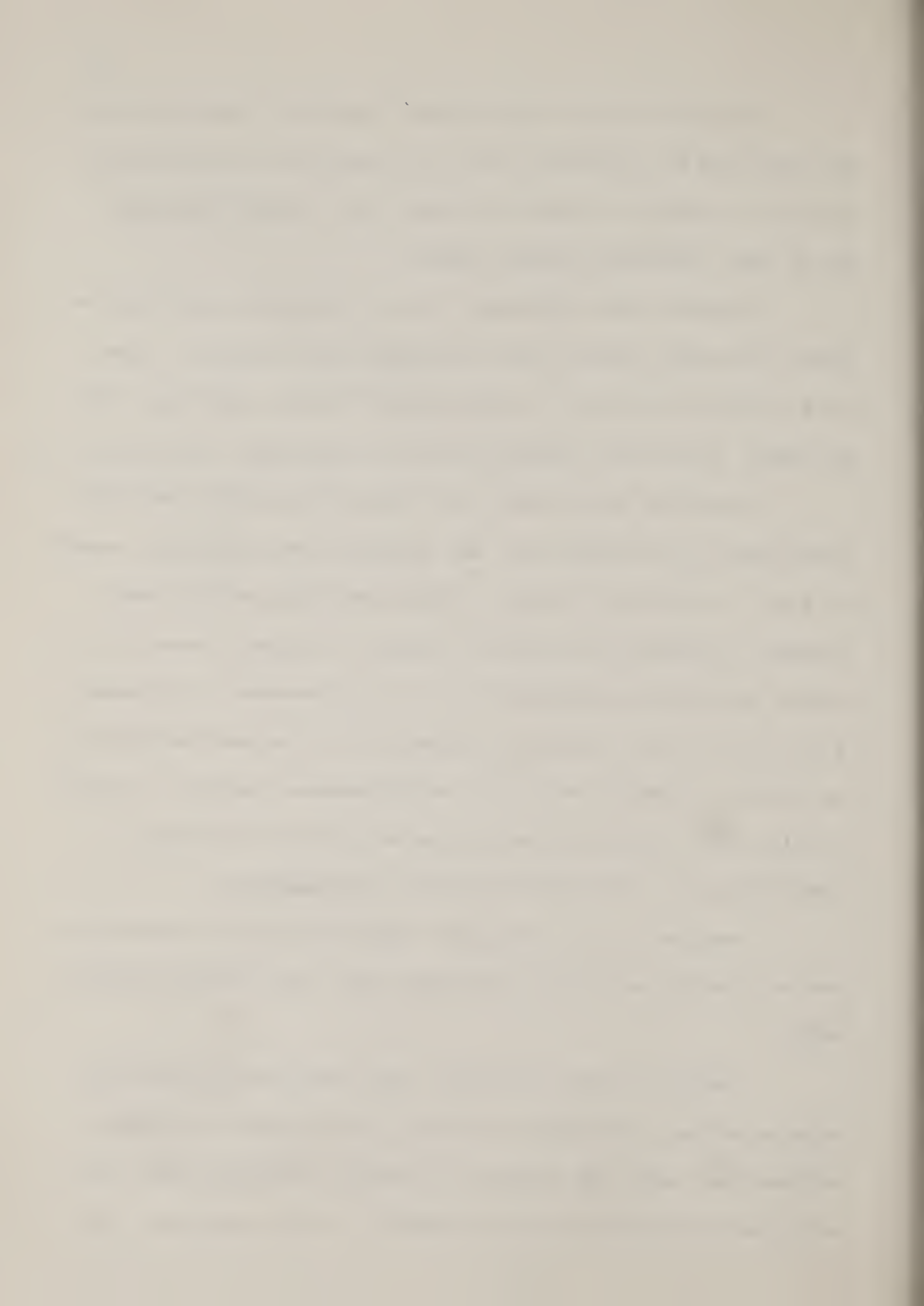
Maslow's second psycho-genic category, gregariousness and the need for affection and love relations, was obviously similar to Murray's seventh category, viz., needs which had to do with affection between people.

Maslow's next category, three, contained needs for respect, standing, status with consequent self-respect. These were similar to Murray's needs commonly called ambition, will to power, desire for accomplishment and prestige, in Category II.

Maslow's fourth need, for self-actualization and self-fulfillment of idiosyncratic and species-wide potential, seemed to have a significant degree of supplementary inferred need content. Although it could be related to Murray's need to organize and build in Category I, or to achievement in Category II, or even to be unique in Category IV, it seemed appropriate to develop an additional ninth miscellaneous category in which to list self-actualization synonymously with creativity, a need frequently identified by other investigators.

Maslow's fifth category, cognitive need for knowledge, was equivalent to Murray's Category VIII, the need to ask and tell.

Maslow's sixth grouping, which included the need for understanding, philosophy, theology, value-system building, explanation need, was related to Murray's Category VIII, in which were listed the need to explore, to ask questions, to



read and seek knowledge, to explain and to interpret. There seemed to be a greater implied subjectivity in relation to man in Maslow's references, but the common will to behavior was similar.

Next was Maslow's need or impulse to beauty, symmetry and possibly to completion and order (aesthetic needs). The similarity to Murray's need for order in Category I was evident. However, Murray's concern with aesthetic need seemed minimal and it was decided to include such needs in the supplementary category.

The eighth need, to express, act out and motor completion was clearly related to Murray's Category VIII, which was concerned with the need to ask and tell.

Maslow's ninth category, culture-determined needs, that were products of the learning process, as well as his tenth category, unidentified neurotic needs, which were products of frustration and thwarting, were representations of derived or reactive needs that could be identified only on a highly individualistic basis.

In connection with the preceding ninth category, significant reference was found in Allport's idiographic analysis of the single personality, i.e., the notion that a trait, or tendency to react in a defined way in response to a defined class of stimuli, could be defined only in relation to the

specific individual in a special set of circumstances.¹⁹

Some attention was given to unconscious motivation of behavior as represented by psychodiagnostic and psychoanalytic psychologists. The theory of unconscious motivation has been widely accepted particularly in the diagnosis of aberrant behavior. Modern social work seemed definitely to be oriented toward the concept of the ego as the individualized "executive" of the personality.

Because the study was delimited to the relatively more normal blind adult whose behavior was generally not considered aberrant, it was decided not to go extensively into the area of unconscious and reactive drives and impulses. Support for this decision was noted in Allport:

If you ask a hundred people who go to the ice-box for a snack why they did so, probably all would answer "Because I was hungry." In ninety-nine of these cases, we may--no matter how deeply we explore--discover that this simple, conscious report is the whole truth. It can be taken at its face value. In the hundredth case, however, our probing shows that we are dealing with a compulsive over-eater, with an obese seeker after infantile security who, unlike the majority of cases, does not know what he is trying to do.²⁰

Neurotic need therefore, while probably present in greater or less degree in many adults, usually would not be a

¹⁹Allport, "Idiographic Analysis. . .," pp. 499-501.

²⁰Gordon W. Allport, "The Trend in Motivational Theory," The Self: Explorations in Personal Growth, ed. Clark E. Moustakes and Sita Ram Jayaswal (New York: Harper and Bros., 1956), p. 35.

specialized program consideration. Deviant behavior, when observed and deemed to perhaps have unconscious origins, would be referred to other specialists in the helping professions for diagnosis and treatment. Specialized recreation was not conceived as the modality for meeting neurotic needs.

The next authoritative psychologist, Gardner Murphy, referred to need in terms of traits. He described a trait as behavior in the service of a need.²¹ Murphy's emphasis, as previously indicated, was on a holistic approach to personology. His references were to need patterns formed by the convergence of two or more discrete needs.²² Such need constellations were dependent upon many influencing environmental factors, including time.²³ Specific references were made to need patterns in the areas which follow: physical, esthetic, social and to self-realization or the need to enhance and complete the self.²⁴ Similarities to the formulations by Murray and Maslow were obvious.

Psychologist Munn approached human needs from a point of view of motivation. Yet, quite like his colleagues he delineated two major areas, predominantly physiological, and

²¹ Murphy, op. cit., p. 631.

²² Ibid., p. 635.

²³ Ibid., p. 670.

²⁴ Ibid., p. 401.

the other psychological.²⁵ Reference to the first category warranted adjectives like innate, inborn and universal. The second, the psychological category, was seen as containing elements which were personal-social and acquired. Munn's need specifications included gregariousness, assertiveness, achievement, recognition.²⁶ Again, these need identifications were included in the Murray formulations.

Lastly, needs identified by psychologists Thorpe and Schmuller also were found to be within the content meanings of Murray's categories. A major classification contained needs characterized as primary and innate. Then, there were derived needs like love and esteem.²⁷ Reference was made to self and ego needs, i.e., the need to be regarded as an individual of worth, the need for personal autonomy, to feel adequate, and to gain a modicum of distinction and social approval; a security giving need for affection, being wanted by those who mean something, and a sense of belonging.²⁸ Identity and/or similarity to Murray, Maslow, et al. were again evident.

²⁵ Norman L. Munn, The Fundamentals of Human Adjustment (4th ed.; Boston: Houghton Mifflin Company, 1961), p. 255.

²⁶ Ibid., p. 291.

²⁷ Thorpe and Schmuller, op. cit., p. 42.

²⁸ Ibid., p. 43.

Adult Recreation Needs

Whether defined as a kind of experience, an integral part of living, or a field of work, recreation involved human behavior which was expressive of, and responsive to individual need. Ever increasingly, leisure-centered modern America was giving high priority to recreation as a desirable way to satisfy adult needs. Psychologically, recreation was serving more and more as an indispensable modality for individual need gratification with demonstrable preventive and therapeutic physical, psychological and social health resultants.

The previously developed basic adult psychogenic needs were used as referents for the identification of needs frequently satisfied through recreation. Analysis of the descriptive content of the professional prestige recreation literature revealed considerable explicit documentary concurrence regarding human needs met through recreation. Semantic variations were resolved on the basis of reasonable and common sense evaluations of implied meanings as revealed by the general context.

At this point the Psychogenic-Needs Chart encompassed eight categories which included twenty-eight discrete needs, and an additional miscellaneous category containing two additional needs, i.e., "Creativity," and "Aesthetics." It became quickly necessary to expand the miscellaneous category with two more discrete needs, viz.: "Sexuality" and "Activity."

Sex, per se, was generally considered a primary and universal physiological need. However, five of the recreation authorities specifically referred to a need for heterogeneous associations and relationships between and among men and women. Similarly, while activity was implicit in all behavior, eight of the ten recreators cited recreation as a means for meeting basic needs for physical and mental activity. Therefore, a total of thirty-two discrete psychogenic needs were classified within nine categories. These formed the framework for the Psychogenic-Recreation Needs Chart which follows:

TABLE 2

PSYCHOGENIC-RECREATION NEEDS

A - Nash; B - Hunt; C - Danford; D - Slavsén;
 E - Athletic Institute; F - Robbins; G - Butler;
 H - Trecker; I - Meyer and Brightbill; J - Stafford

	A	B	C	D	E	F	G	H	I	J	Total
Category I											
Acquisition	X				X	X			X		4
Consequence	X										1
Order											0
Retention											0
Construction	X	X	X	X	X		X	X	X	X	9
Category II											
Achievement	X	X	X	X	X	X	X	X	X	X	10
Recognition	X	X	X	X	X	X	X	X	X	X	10
Exhibition	X	X	X	X	X	X	X	X	X	X	10
Category III											
Inviolacy		X		X		X					3
Seclusion		X									1
Infravoidance		X									1
Dependence	X	X									2
Counteraction	X	X	X								3

TABLE 2--Continued

A - Nash; B - Hunt; C - Danford; D - Slavsén;
 E - Athletic Institute; F - Robbins; G - Butler;
 H - Trecker; I - Meyer and Brightbill; J - Stafford

	A	B	C	D	E	F	G	H	I	J	Total
Category IV											
Dominance	X		X	X	X	X					5
Deference	X	X	X	X	X						5
Simulance	X	X	X	X	X	X	X	X			8
Autonomy	X	X	X								3
Contrariness	X	X	X								3
Category V											
Aggression	X	X	X	X		X					5
Abasement	X		X	X							3
Category VI											
Blame avoidance	X			X							2
Category VII											
Affiliation	X	X	X	X	X	X	X	X	X	X	10
Rejection	X										1
Nurturance	X	X	X		X		X				5
Succorance	X		X	X	X						4
Play	X	X	X	X	X	X		X		X	8
Category VIII											
Cognizance	X	X	X	X	X	X	X		X	X	9
Exposition	X	X	X		X	X	X		X	X	8
Category IX											
Sexuality		X	X	X	X		X				5
Activity	X	X	X	X	X	X	X	X			8
Creativity	X	X				X		X	X	X	6
Aesthetic	X	X			X	X	X				5
Totals	26	23	20	17	17	15	12	9	9	9	157

Authoritative documentary sources were listed in descending order of frequency of recreation need identification. No particular significance could be derived from the resulting listing positions, except to note that the last three works, by Trecker, Meyer and Brightbill, and Stafford, were more organizational and administrative in the treatment of data. Their references to recreation needs tended to be broad in scope. This was particularly true of Recreation Administration, by Meyer and Brightbill, and Principles of Recreation by John Hutchinson. The latter text was subsequently dropped as a source for identification of discrete recreation needs. The tangential and inferred references to needs in Ball, "A Study of Recreation Functions and Personnel in Selected Private Companies," and in Thompson, "The Development of a Manual for the Organization and Administration of Recreation Programs for Patients in the Municipal Hospitals of New York City," were similarly found to be too general. This was largely true also for the many allusions to recreation needs in the professional journals and periodicals, e.g.:

Outside of hospitals, some groups are constantly being formed, with or without the help of trained group workers, because of man's universal need for association with his fellows. Man has always sought the response of friends, the security of acceptance, the sense of personal importance that result from meaningful group associations, and the opportunity for new experiences and skills that

may result from doing interesting things together with friends.²⁹

Similarly, many issues of the American Recreation Journal were examined before a sufficiently specific reference to recreation needs was found in an article titled "Yardstick for Evaluating Your Recreation Program."³⁰ Criteria implying the satisfaction of basic human needs were suggested, viz.: "Do some of the interests or activities afford an opportunity for a creative expression of the self?"; "Do the individuals secure encouragement, social recognition and approval through their participation in activities?"; and, "To what extent does the program develop a sense of belonging and being important in social groups?"³¹

A more recent issue delineated twelve recreation needs as follows:³²

1. Exercise of both large and smaller muscle systems.
2. Sharpening of the sense perceptions.
3. Manipulation of varieties of materials.

²⁹Marion B. Sloan, "The Special Contribution of Therapeutic Group Work in a Psychiatric Setting," The Group, XV, No. 4 (April, 1953), 11.

³⁰Harry D. Edgren, "Yardstick for Evaluating Your Recreation Program," American Recreation Annual, American Recreation Society, December, 1960, p. 6.

³¹Ibid.

³²Walter L. Stone, "Recreation and leisure: their impact on American living today," American Recreation Journal, II, No. 5 (February, 1962), 8-9.

4. Neuro-muscular coordination.
5. Enjoyment of discovery.
6. Collaboration and cooperation with others.
7. Activity that is intellectually and emotionally satisfying.
8. Activity that is conducive to quiet contemplation.
9. Opportunity for self-fulfillment.
10. Developing independence and responsibility.
11. Growing--not just conforming. Create--not simply adjusting. Object--not just agreeing. Select--not just accepting.
12. Belonging--of being wanted, and the feeling of a security that comes with it.

The needs expressed in these articles were too general, ambiguous and value-centered. They lacked the specific behavioral referents of the manifested needs in the Psychogenic Needs Chart and in the Psychogenic-Recreation Needs Chart. Obviously too, these needs could be derived from, and included into the formulated behavior syndromes in the Psychogenic Needs Chart.

In the 1954 National Convention of the American Association for Health, Physical Education and Recreation, Howard Rusk, addressing its Recreation Division, summarily stated in reference to the Air Force recreation program that "the

success of the program depended on meeting the basic need of the individual person."³³

At this point it was evident that the needs data culled from ten authoritative recreation sources and represented in the Psychogenic-Recreation Needs Chart were sufficiently extensive and reliable for the purposes and objectives of the study.

Analysis of the chart showed that with a possible total of 320 psychogenic-recreation need comparisons, i.e., thirty-two psychogenic needs and the writings of ten recreation experts, there were 157 specific and/or strongly inferred identities. Only two of the thirty-two psychogenic needs, viz., Order and Retention, were not scored. Content review of the other three discrete needs in Category I, i.e., Acquisition, Consequence and Construction, made it seem likely that order and retention were strongly implied in their behavioral specifications, particularly as these related to inanimate objects. It was significant that nine out of ten recreation authorities identified the "Construction" need.

The predominance of man's social nature was clearly indicated by the recognition given to the discrete needs in

³³ Howard Rusk, "Introductory Remarks," Proceedings, 1954 National Convention of the American Association for Health, Physical Education and Recreation (New York, April 1954), p. 93.

Category II, viz., Achievement, Recognition, and Exhibition; as well as discrete needs in Category VII, viz., Affiliation, Rejection, Nurturance, Succorance and Play. Together these needs accounted for fifty-eight scorings, more than one third of the total of 157. The only needs to receive a unanimous rating of ten were found in these categories. Obviously, we lived in an age that enthroned group values above individual values. Although the social group work oriented centers paid impressive verbal homage to a concern for individual personality, collective behavior frequently seemed to become the goal rather than the means.

Interesting, yet not significant, was the fact that needs related more to individuality in a centralizing sense scored in the lower half of the identifications, e.g., Inviolacy, three; Counteraction, three; Autonomy, three; and Contrariness, three. Individuality was not, perhaps could not be denied completely.

For program study and evaluation, it seemed useful to list the discrete recreation needs in order of their identification frequencies. Like Edgren's "Yardsticks for Evaluating Your Recreation Program,"³⁴ the satisfaction and gratification of these recreation needs should be prime desiderata or

³⁴ Harry D. Edgren, "Yardsticks for Evaluating Your Recreation Program," American Recreation Annual (American Recreation Society, December, 1960), p. 6.



even requirements for interpreting program effectiveness.

The recreation needs, in order of frequency of reference, follow:

<u>Recreation Need</u>	<u>Reference Score</u>
Achievement	10
Recognition	10
Exhibition	10
Affiliation	10
Construction	9
Cognizance	9
Simulance	8
Play	8
Exposition	8
Activity	8
Creativity	6
Dominance	5
Deference	5
Aggression	5
Nurturance	5
Sexuality	5
Aesthetics	5
Acquisition	4
Succorance	4
Inviolacy	3
Counteraction	3
Contrariness	3
Autonomy	3
Abasement	3
Dependence	2
Blame Avoidance	2
Conseverence	1
Seclusion	1
Infravoidance	1
Rejection	1
Order	0
Retention	0

The Impact of Blindness upon
Recreation Needs

. . . a person's body is an object in his life situation with which he behaves as he does with other behavior objects, with shoes, balls and bicycles, for example. It is a part of the furniture of his life. Like these other behavior objects, physique has physical properties that help or hinder the achievement of goals and make the body suitable or unsuitable for carrying particular meaning; like them, too, it has phenomenal qualities and is perceived as being appropriate and inappropriate for particular kinds of behavior.³⁵

Both intrinsic and extrinsic effects of blindness were expressed in the preceding quotation. It was within this conceptualization that blindness was considered a phenomenon that had impact upon recreation needs.

However, before documenting the supporting data for this concept it seemed prudent to again emphasize that blindness was not a simple variable. An almost infinite number and variety of individualized factors affected resultant experience. In addition, it seemed to be generally accepted psychological theory that human perception was not merely a sensing of stimuli; but was a set of extremely elaborate processes through which sensory impressions were organized into meaningful and usable concepts of the objects and events around and inside us.

Although excluded by Graham's criteria in Social

³⁵Barker, et al., op. cit., p. 7.

Research on Blindness,³⁶ the poignantly experienced observations of an old time agency for the blind executive, Calvin S. Glover, seemed to point in the direction the data were to take, i.e.:

Frustration of the craving for love, affection, oneness with others is one of the most subtle and cruel corollaries of blindness.

.....
The spirit of play is too fundamental in human nature to be stifled without dire consequences. Lack of sight makes impossible the most popular forms of recreation, and imposes a degree of social isolation and physical inertia which menaces mental and bodily health.³⁷

Such observations were reiterated again and again, although in deeper technical detail, by the more scientific authorities studied.

In one of the early analytical and systematical psychological studies of the blind, Cutsforth stated: "Blindness is not the mere absence or impairment of a single sense. The human organism functions as a dynamic whole and blindness changes and completely reorganizes the mental life of an individual."³⁸

Interestingly, when psychologist Cutsforth's findings in Kansas, U.S.A., were being published, psychologist Steinberg's

³⁶Graham, op. cit., p. 2.

³⁷Calvin S. Glover, "Home Teacher," What of the Blind, ed. Helga Lende (New York: American Foundation for the Blind, 1938), pp. 118-124.

³⁸Thomas D. Cutsforth, The Blind in School and Society (New York: American Foundation for the Blind, 1951), p. 2.

lecture in Hamburg, Germany, "The Blind as Personalities," was being recorded, in which appeared: "The lack of the most important sense creates such special conditions that the whole mental life must be distinctive."³⁹

No wonder that even the roughest quantitative ranking of the effects of blindness upon recreation needs was without significance. However, the included literature was replete with descriptive and qualitative data regarding the effects of blindness upon personality and needs.

Early in 1932, the American Foundation for the Blind published French's From Homer to Helen Keller. Largely concerned with deleterious effects of institutionalism in specialized education for blind children, this comprehensive and methodical study included many hypotheses, theories and conclusions found in the later social science writings in the field.

French indicated at once that blindness was indefinitely variant.⁴⁰ Limitations resulting from blindness included:

1. Great impoverishment in the life of sense impressions;
2. Almost complete loss of the power of physical orientation;

³⁹ Wilhelm Steinberg, "The Blind as Personalities," Touch Reading of the Blind, trans. Karl Burklen (New York: American Foundation for the Blind, 1932)

⁴⁰ French, op. cit., p. 4.

3. Physical and mental timidity, sedentary habits, excessive introspection and the substitution of verbal symbols for concrete reality;
4. Lowered physical and mental vitality;
5. Nervousness and nervous habits, blindisms;
6. Social inadequacy due to attitudes of the sighted toward blindness, and fostered by the stigmata accompanying blindness, i.e., rolling eyes, bulging eyeballs, disfigured eyes.⁴¹

The preceding groupings were obviously reciprocally interrelated. It was evident that no matter how the descriptive data were analyzed and reduced, unambiguous classifications were not possible.

In contrast to other investigators, French noted two compensatory effects of blindness:

. . . the first, in what may be termed "survivals of the more primitive senses," recalling in some respects the sense life of lower organisms; the second, in an increased attentiveness to the data of the remaining senses, causing their seeming poverty to give place to a certain riches through attention to their immediate impressions, but even more through new interpretations which are partly the result of experience.⁴²

In 1941, Samuel Perkins Hayes, an authoritative psychologist who concentrated his studies in the field of the blind, stated, "the current attitude of the public and the press may be characterized as a combination of pity and wonder based on ignorance."⁴³ In a previous study, "The Psychology

⁴¹Ibid., p. 26.

⁴²Ibid., p. 12.

⁴³Samuel Perkins Hayes, Contributions to a Psychology of Blindness (New York: American Foundation for the Blind, 1941), p. 3.

of Blindness," Hayes reported on his experiments regarding sensory compensation resulting from blindness. He confirmed Diderot's theoretical speculations of 1749. Such compensations were non-existent. Nor could any increased memory ability be established.⁴⁴ There were no explicit data regarding the effects of blindness upon adult recreation needs.

An educator of high prestige in the field, Berthold Lowenfeld, identified three general ways in which blindness restricted the individual, viz.:

- "1. In the range and variety of concepts.
2. In his ability to get about.
3. In the control of his environment."⁴⁵

Chevigny and Braverman, in a somewhat polemical treatment of adjustment to blindness, noted that while there were innumerable individual factors which affected the blind person, there was, for all blind, an operable constant: the attitudes of the sighted toward blindness: the imputation of inferiority and dependence.

This was hardly a new notion. Early and often Helen Keller had indicated it was not blindness itself that was the

⁴⁴ Samuel P. Hayes, "The Psychology of Blindness," What of the Blind, ed. Helga Lende (New York: American Foundation for the Blind, 1938), pp. 88-101.

⁴⁵ Lowenfeld, op. cit., p. 2.

hardest burden to bear, but the attitude of the sighted toward the blind. Certainly French, Cutsforth and Lowenfeld referred to this extrinsic resultant of blindness.

Chevigny and Braverman placed heavy emphasis upon the sociological aspects of blindness, e.g., "It is very evident that there is in man a form of emotion connected with his viewing of blindness which has stultified and interfered with the workings of his intelligence."⁴⁶ Obviously, the reference was to a culturally derived emotion, although the authors also purported to be psychoanalytically oriented. For example, after they identified scotophelia as the predominantly male love of looking, and exhibitionism as the predominantly female love of being seen, they concluded that "loss of sight to strong scotopheliacs and exhibitionists must be equated emotionally with the fear of castration and the end of capacity to be stimulated sexually."⁴⁷

Quoting a practicing psychiatrist, R. H. Malev, the authors stated: "Most psychiatrists of the modern school would unhesitatingly interpret the data concerning the feelings entertained down through the ages toward the blind as evidence of the mobilization of a castration complex arrived at emotionally by the displacement of the eyes to the sex organs."⁴⁸

⁴⁶ Chevigny and Braverman, op. cit., p. 88.

⁴⁷ Ibid., p. 58.

⁴⁸ Ibid., p. 64.

Depth and pathogenic psychology notwithstanding, Chevigny and Braverman also developed a series of blindness resultants based on more overt and manifest behavior, viz.:

1. the blind tended to be surrounded with wonder and awe;
2. conflict was engendered because reorganization was expected to take place in accord with acceptable standards for the sighted;
3. the notion that loss of sight meant loss of intellect;
4. the notion that blind persons dwelled in darkness;
5. mentally, the blind had a void which was a direct result of lack of sight;
6. physically there was little or nothing a blind person could do;
7. blind individuals were emotionally deprived and sad;
8. blind persons were proven sinners.⁴⁹

Independence in movement was alleged to be the prime problem of the blind person.⁵⁰

"Sightlessness does not create a type of response new to psychology; the problems of personality among those who

⁴⁹ Chevigny and Braverman, op. cit., pp. 1-71.

⁵⁰ Ibid., p. 3.

cannot see do not differ in kind from those to be encountered in the generality of human experience,"⁵¹ was the strong point of view of Chevigny and Braverman with regard to the psychology of the blind.

Professor of Psychology, Worchel, advised that "factors like age of onset, progression and degree of blindness, efficiency in relation to tasks, intelligence, sex, education, parental attitudes, family composition, cultural factors, etc., precluded the consideration of blindness as a single and measurable variable." "Blindness was seen as a deviation from the normal, but not as a unique kind of psychology." "Based primarily on the technique of extrapolation, there were at least five major areas of human behavior in which limitations could be expected to occur as a result of blindness."⁵²

1. Personality adjustment characterized by feelings of helplessness and resulting in overcompensation and social withdrawal with excessive phantasy manifestations.
2. Mobility restrictions in relation to the special environment resulting in physical fear of pain when in an unknown area.

⁵¹

Ibid., p. 8.

⁵²Worchel, op. cit., p. 30.

3. Space perception in relation to general and specific orientation.
4. Communication, verbal and non-verbal.
5. Creativity.

Again, the classifications were not mutually exclusive, each being significantly influenced by the others. Clear, also, was the fact that Worchel's areas of limitations caused by blindness were an expansion of those suggested by Lowenfeld, and a contraction of those delineated by Chevigny and Braverman.

At this point of the investigation, the restrictive effects from blindness upon adult recreation needs were beginning to be evident. The adult needs previously identified by all ten authorities as recreation needs, viz., achievement, recognition, exhibition, and affiliation would surely be limited in their satisfaction for all but the very exceptional blind adult. From a point of view of basic ego-psychology, blindness must tend to aggravate feelings of helplessness and hostility with the resultant defense mechanisms most likely to be over-compensation, withdrawal and phantasy. Prophylactic emphases, therefore, must be directed toward the amelioration of feelings of helplessness in movement, in physical skills and in social skills.

It was strongly indicated that the human organism required a certain rate of sensory impact in order to maintain

the functioning of its perceptual apparatus.⁵³ Worchel urged "consideration of the extent to which other sensory and perceptual compensations could replace the experiences and functions usually subserved by vision, for example, inter-relating tactual-kinesthetic experiences with such distance receptors as audition and smell."⁵⁴ This suggestion by Worchel and other investigators was later embodied in a specific essential principle of program operation.⁵⁵

Bauman's study, Adjustment to Blindness, noted some of the special problems associated with blindness, viz.:⁵⁶

1. Dependency particularly in relation to travel and mobility.
2. Economic difficulties because of employment problems.
3. Lack of acceptance by society, i.e., "There is a good bit of evidence that most sighted persons are ill at ease in the presence of blind persons."

This exposition seemed sparse and superficial compared to the more intensive delineations of the preceding investigators.

⁵³ Don D. Jackson, "Schizophrenia," Scientific American, CCVII, No. 2 (August, 1962), 69.

⁵⁴ Worchel, op. cit., p. 30.

⁵⁵ Infra, p. 419.

⁵⁶ Bauman, op. cit., pp. 8-12.

Zahl's⁵⁷ compilation of the views and programs of some thirty leaders in work for the blind did not contribute additional pertinent data relating to the impact of blindness upon adult recreation needs. In fact, included among the experts were Hector Chevigny, Thomas D. Cutsforth, Samuel P. Hayes, and Berthold Lowenfeld, from whose writings data regarding the limitations from blindness had already been gleaned.

In a chapter titled "Somatopsychological Significance of Impaired Vision, Barker, in collaboration with Wright, Meyerson, and Goneck wrote that while attitudes toward the blind were extremely diverse, there was general agreement that severely impaired vision was a misfortune, and that in only a few scattered instances had any advantages been claimed, like lessened distractability.⁵⁸ Here, too, there was little definitive material pertinent to the influence of blindness on adult needs. The researchers noted:

Very little systematic research on the social behavior and personality of the visually handicapped has been done, and much of what has been attempted has been caught in the snare of methodological difficulties.

 Concern with discovering the mediating variables between blindness as a physical fact and blindness as a source of behavior has been rare.⁵⁹

⁵⁷Zahl, op. cit.

⁵⁸Barker, et al., op. cit., p. 273.

⁵⁹Ibid., p. 288.

Nevertheless, some general conclusions were drawn which related to extrinsic or social effects of blindness, viz.:⁶⁰

1. The incidence of the visually disabled appeared to be increasing.
2. Attitudes toward blindness as a condition were uniformly negative.
3. Public attitudes toward blind persons were not unfavorable, but covert attitudes were often perceived by the blind as hostile and derogatory.
4. Parents of blind children and persons who work with the blind not infrequently exhibited contradictory behavior resulting from a conflict in attitudes.
5. On personality inventories the blind more frequently than the seeing earned scores that fell in the maladjusted range. The possibility that this was an artifact of the standardization procedures had not been eliminated.
6. Severe visual disability was not associated with severe personality disturbance in the overwhelming proportion of persons studied. Personality characteristics existing before incurring a

⁶⁰Ibid., pp. 289-290.

visual disability appeared to be important.

7. The presence of substantial individual differences among the visually handicapped had been confirmed. It had been demonstrated that many personality and adjustment patterns were possible for different individuals who had the same degree of defective vision.

An encompassing point of view of the effects of blindness on the individual was expressed by psychiatrist Cholden.

The adult who loses his sight faces a task that can be succinctly stated as one of internal reorganization to the fact that he is now a different person. His capacities, his interests, his social position, his body image, his aspirations are all affected, if not completely changed.⁶¹

The specific effects of blindness on specific needs were not given. When the author said, "Rarely is any hope offered that the patient may yet have a full life as a blind man . . . ,"⁶² he was obviously referring to the sociological constant. Cholden concluded this line of thought with, "It would seem that in our society the prospect of life as a blind person is too horrible to contemplate."⁶³

⁶¹Louis S. Cholden, A Psychiatrist Works with Blindness (New York: American Foundation for the Blind, 1958), p. 73.

⁶²Ibid., p. 77.

⁶³Ibid.

Most of the writings studied gave the more predominant attention to the intrinsic effects of blindness. In 1950, Joseph S. Himes, Jr., presented a definitive analysis of sociological mechanisms which (1) interpreted the meaning of blindness and the personality of the blind; (2) defined the standard social situations; (3) controlled social behavior, thus making it orderly and predictable.⁶⁴

Three major factors determined the social adjustment of physically handicapped persons in our society, viz.:

1. The character and extent of the specific disability as these restricted and impeded ability to behave according to normal expectations in particular places and situations.
2. The socially and culturally defined reactions to the disability. These were classified into two crystallized group reactions, viz.:
 - (a) The more desirable and more objective admission of reality behavior limitations which allowed for necessary adjustments, but which regarded the disabled person as capable of normal social behavior in areas not directly affected by the physical impairment.
 - (b) The less desirable and more subjective combining of fact and fancy into a social stereotype which saw the handicapping character of the disability diffused throughout the total personality and the behavior system. Three fairly consistent cultural constructs relative to the stereotyped view of blindness were presented, as follows:
 - (1) The blind beggar, characterized by shuffling timid feet, guided by the staccato tapping of the metal tip of a white cane; a spasmodically moving tin cup with the thin metallic sound

⁶⁴ Joseph S. Himes, Jr., "Some Concepts of Blindness in American Culture," Social Casework, XXXI, No. 10 (December, 1950), 410-416.

of a few symbolic coins; dark glasses; musical instruments like accordian, banjo or guitar; and shabby clothing. The picture is one of a cautious, timid, defeated individual, who had the cards stacked against him and who had retired from the struggle to a life of useless dependency. Frequently the picture implied that the blind beggar was both stupid and ignorant, incapable of socially useful activity.

- (2) The "blind genius" was characterized by almost complete absence of the beggary symbols, and was possessed of extraordinary talents and uniqueness of personality, which was demonstrated by average or superior performance in areas presumed to be impossible for blind persons, i.e., a superior college student, a talented musician, a successful lawyer, college professor or judge.
- (3) The notion that loss of vision was organically compensated by increased acuteness of the other major senses was still a widespread, almost superstitious belief, despite the known theoretical, empirical and experimental data to the contrary.⁶⁵

Himes recognized that current conceptions of blindness in American culture were useful and necessary devices of normal social intercourse in the dynamic heterogeneous, and complex character of our society; but so often stereotyping tended to simplify and distort the individual or group.

In accord with the preceding investigators, Himes identified communication difficulties, and the imputation of differential status, usually inferiority, as deleterious effects of blindness. He noted the demoralizing effect of

⁶⁵ Ibid., p. 412.

eliminating the blind person from routine competition and the normal hazards of life, and suggested that compensating aggression was a basic mechanism for equalizing group status relationships.

In 1957, the American Foundation for the Blind published The War Blind in American Social Structure. The contents were derived from a doctoral study at the Department of Social Relations, Harvard University. Delimited to major concern with the actions and inter-relationships of the sighted and those blind individuals who fought for independence and reciprocal relationships. Gowman recognized that so-called less successful blind might find within the stereotyped role a sufficient range for the satisfactory expression of self.⁶⁶

Essentially, Gowman confirmed the theoretical empirical, and experimental data developed by other researchers and educators. Throughout the presentation appeared aphorisms like: "The psychology of the blind is the psychology of isolation"; and "It is bad enough to be shut in; it is far worse to be shut out."⁶⁷

Noting that every human status had its own set of

⁶⁶ Gowman, op. cit., p. xv.

⁶⁷ Ibid., p. 8.

deprivations and compensations, Gowman analyzed the losses resulting from blindness as follows:⁶⁸

A. Contraction of the experiential field:

1. Visual perceptions and attendant conceptions were seriously cut off.
2. Lessened orientation.
3. Lessened appreciation of many phases of life.
4. Lessened and altered intuition at most elementary levels because of absence of visual contact.
5. Curtailed opportunities for recreation in a leisure-centered society.
6. Curtailed reading because auditory and braille materials were less extensive and comprehensive; no skim reading of newspapers and magazines which form the light conversations of casual interactions.
7. Lessened intellectual stimulation and growth.
8. Diluted and foreshortened individual responses to base stimuli which stem from a combination of perceptual and conceptual cues as these relate to sex, food and beauty values.
9. Experience must be constructed of fewer building blocks.

⁶⁸Ibid., pp. 97-130.

10. Lessening of the potentials for combinations and permutations of stimuli because stimulation must take more narrowly channeled forms.
11. Inhibited creativity and compression of the natural fullness of the real world because of impoverished perceptual experiences.
12. Lessened maturity of ideas and images because of lack of shading and roundness of experience.
13. Fewer guide-posts so that blind individuals missed many events on the most prosaic level, i.e., billboards, signs, silhouettes.
14. Fewer alternative choices of behavior because the range of action was collapsed.
15. The confining environment tended to invade areas other than just that of sensory experience.

The preceding were primarily intrinsic effects identified in the other written materials. Greater item specifying underscored the difficulty of isolating any elements on a mutual exclusive basis.

The next category was titled:

- B. Ambiguities and devaluation of status which included:
 1. Lessened economic sufficiency with blind persons generally viewed as public charges. Sensory limitations drastically limited job opportunities, and even tasks not requiring vision were geared to visual cues.

2. Stereotypical social roles and statuses in which blindness was the first criterion of description.
3. Equating of blindness with incompetence so that even ordinary achievements were greeted with amazement rather than with a realistic appraisal of performance.
4. The status of the blind person was always special, connoting strangeness.
5. Segregation because of exclusions from occupational and recreational systems, and the conversational shifts when a blind person joined a group.
6. Full status in our country was vested in part upon an individual's possession of all normal capacities, and with reference to the body there was the tendency to stress youth and beauty, and equate good looks with virtue.
7. The historic roots of implicit immorality, as in the Old Testament, in which physical punishment and sin were closely interwoven.
8. Contrariwise, in later writings, physical distortion was regarded as mortification or purification.
9. Society's dictum of incompetence which resulted in loss of status for the blind who passively accepted this judgment, and confusion of status for the

blind who were oriented toward achievement and a more active living pattern.

The delineations in the preceding category were clearly similar to those gleaned from Himes' study. As Cutsforth stated in the "Foreword" of The War Blind in American Social Structure, "This is the constant factor that will always be present in the life of the handicapped person. The blind are usually isolated--the reasons are countless."⁶⁹

A third Gowman category delineated factors which were part of the notion that the blind person's control of his environment must always be less than adequate.

C. Decreased control over the self and the environment:

1. The world was arranged for the sighted.
2. Environmental control and self-control were intimately related.
3. Blindness was a gulf which inevitably influenced the interplay of the self and physical and social objects.
4. Blindness subtracted dimensions from the world while adding cumbersome expedients which served somewhat to facilitate relationships (cane, dog, companion, reader, groping movements and touch).

⁶⁹ Ibid., p. viii.

5. No matter how vigorous and competent, every blind individual was forced into some measure of dependency where the mediation of a sighted person was necessary, especially in situations of concrete physical mobility.
6. There was lack of social environmental mastery since a blind individual could never be sure what anyone else was doing with looks, glances, gestures and grimaces. Blind persons could be, often were, isolated in a room full of people. Almost everywhere, a blind person could be easily avoided and usually had to wait for the other person to engage him.

Noting that communication was geared to many levels, symbols and cues, Gowman indicated that blindness meant lessened communication because:

1. Direct physical contacts were generally taboo.
2. The losses due to lack of eye contacts.
3. The voice alone was relatively narrow and limited in comparison to voice-eye meanings.

Gowman concluded that decreased perceptions, decreased controls, and decreased communications must affect the individual's security's system with the following results:

1. General state of tension.
2. Social uneasiness.

3. Strain and anxiety in social situations.
4. Expenditure of extra energy on routine of living.
5. Decline in self-regard.
6. Shaking of the coherence of personality organization.

Rev. Thomas J. Carroll's Blindness was the latest as well as the most comprehensive exploration of the effects of blindness. A widely acknowledged authority in the field, Father Carroll concerned himself primarily with the adventitiously blind adult. Blinded adults constituted a large majority of the specialized recreation center population. Viewing all blindness as a multiple handicap, the author quickly indicated his orientation and approach when he stated: "Blindness is a death of a way of life that had become part of the individual. It is the end of acquired methods of doing things, the loss of built-up relationships with people, of ingrained relationships with an environment."⁷⁰

This viewpoint was almost identical with Dr. Cholden's conclusion that the blind person was a different person.⁷¹

Holistic in his conception of individual personality, Father Carroll explicitly stated that the analyzed losses overlapped,

⁷⁰ Rev. Thomas J. Carroll, Blindness (Boston: Little, Brown and Co., 1961), p. 11.

⁷¹ Cf. Cholden, supra, p. 140.

interlocked, and were reciprocally affected, each by the others.

Twenty specific losses and effects were described,

viz.:⁷²

1. Loss of physical integrity, of wholeness; fear of becoming a member of an out-group; fear of attack on manhood or womanhood. Eye loss was related to fear of death, to loss of self. When added to the stress and trauma of blindness, the effects were terror, anxiety, depression, bitterness, self-hate, and guilt for former feelings toward blindness.
2. Loss of confidence in the remaining senses, because sight was the tester and verifier of what our senses tell us.
3. Loss of reality contact with the physical environment, with the concrete world.
4. Loss of visual background in which Father Carroll presented the notion of visual silence. Included in this section were loss of awareness of coloring and perspective, variety, relief from monotony, drabness and drudgery, the motion of inanimate objects. The color and life of visual background was gone.

⁷² Carroll, op. cit., pp. 14-78.

5. **Loss of Light Security:** the equating of loss of sight and loss of light and therefore the advent of dullness and blackness with all the evil connotations of these latter concepts. The accompanying feelings would tend to be loneliness, anxiety, dread and despair as these self and social barriers more deeply impregnate the negative effects of blindness.
6. **Loss of Mobility:** Reality fears were quickly augmented by neurotic fear of injury through movement. Resultants were dread, dependency and a regression to infantilism as well as a general weariness with a non-changing immediate environment.
7. **Loss of Techniques of Daily Living:** These were thousands of daily frustrations, inconveniences, nuisances which reminded the individual of his helplessness, his loss of self-sufficiency, and his dependency.

The losses which follow were classified as losses in communication:

8. **Loss of Written (Graphic) Communication,** which was related not only to acquisition of knowledge and furthering of interpersonal relationships, but also to loss of personal privacy and the notion of the blind as illiterate. Again, the

ego, the self, was impugned.

9. Loss of Ease of Spoken Communication: Listed were elements like gestures, postures, looks (eye-communication), mannerisms, pantomime, facial expressions, lip-reading, and other forms of expressive behavior classified generally as non-verbal communication. Some of the specified resultants were, difficulty of localizing the identifying sound, i.e., "Is he speaking to me?" "Is there significant non-verbal communication going on around me?" Again doubt assailed the ego and security was weakened. Reference was also made to the effect on the sighted of the blank look, fixed smile, rolling eyes which inevitably engender and strengthen the stereotyped constructs.
10. Loss of Informational Progress: because reading and observation were contracted with consequent reenforcement of implication of intellectual inadequacy, the self was again doubted and weakened.

The next group of losses were classified generally as losses in appreciation.

11. Loss of the Visual Perception of the Pleasurable: an inevitable concomitant of blindness.
12. Loss of the Visual Perception of the Beautiful.

The next group of losses were classified as those concerned with occupational and financial status.

13. Loss of Recreation: blindness seriously interfered with forms of recreation, with consequent reduction of activity, participation, praise and applause for performance, all again contributing to self-doubt and devalued self-image. Specific mention was also made of reduction in opportunities for sublimation.

14. Loss of Career, Vocational Goal, Job Opportunities: with concomitant feelings of loss of usefulness and purposefulness.

15. Loss of Financial Security: in addition to loss of income, there were the expenses of illness and those incidental to blindness.

The next group of characteristics represented a kind of integration of losses. They were titled: "Resulting Losses to the Whole Personality."

16. Loss of Personal Independence: the conflict, anxiety and frustration of the ambivalent struggle between desire for independence and freedom and retreat to dependence and protection were presented in terms of complete acceptance versus complete denial.

17. Loss of Social Adequacy: the fact that the blinded individual was no longer himself and the fact that blindness was handled emotionally rather than rationally.
18. Loss of Obscurity: the fact that the blind individual lost his privacy, and opportunities to meet his need to be obscure.
19. Loss of Self-Esteem: concerned the equilibrium between objective self-evaluation, subjective self-evaluation, with consequent turmoil and defensiveness.
20. Loss of Total Personality Organization: which was a summary appraisal of preceding losses.

In a concluding section of further considerations, Carroll added:

21. Change of roles, particularly those concerned with loss of decision in social situations.
22. Change of control of environment as related to loss of sleep at proper time.
23. Change in physical tone because of restricted mobility and continuous emotional strain.

Blindness was a comprehensive descriptive treatment of the data developed by the preceding authorities who emphasized the psychocultural aspects of blindness.

In an interesting psychoanalytic comment, Carroll suggested that blindness could be utilized to meet an individual's masochistic need to hurt and punish himself.⁷³

Known in the field as one of the strongest proponents of restoration and integration for blind persons, Carroll was not afraid to face reality and stated: "Blindness is indeed a most severe handicap. It is awesome in its multiple effects. It touches on practically all normal external activities. It reaches close to the innermost core of personality. It is devastating and almost catastrophic."⁷⁴

Serving to sum up the extensive data was a listing of the types of maladjusted behavior that had been observed and described, not only for the blind, but also for other types of physically handicapped persons. The listing, which was developed by psychologist Lee Meyerson, had particular pertinency because relatively simple and descriptive terms were used to indicate manifest behavior; and also because the general reference was to individuals whose adjustment could be considered less adequate. Such persons would tend to be blind persons who needed and wanted specialized recreation center services. Meyerson listed the following:

1. withdrawing, retiring, reticent behavior;
2. lack of initiative;
3. shy, timid, self-conscious, fearful behavior;

⁷³Ibid., p. 78.

⁷⁴Ibid., p. 88.

4. obliterative behavior, refusal to recognize real conditions and limitations;
5. hurt, resentful behavior;
6. serious, thoughtful behavior;
7. emotional and psychosexual immaturity;
8. isolated, asocial behavior;
9. unrealistic levels of aspiration, too high or too low goals;.
10. paranoid reactions, sensitivity, suspiciousness;
11. craving for affection love of praise, attention seeking;
12. aggressive, competitive behavior, bravado;
13. anxiety, tension, nervousness, general emotionality;
14. artistic, phantasy behavior;
15. behavior known as "blindisms."⁷⁵

Finally, in order to direct the focus of the data toward recreation needs, a study was made of textbooks, books and periodical literature in the field of recreation for the handicapped and/or blind. It was quickly evident that much of the data in these writings came from the basic psychological and educational services previously reviewed.

Hunt's Recreation for the Handicapped represented both a biosocial and psychocultural approach to the problem. Personality was defined as a dynamic product of bio-environmental interactions. Beginning with the concept that life was a chemical fact, and based on the knowledge that concomitant with chemical action there was always release of energy (second law of thermodynamics), human activity was seen as a

⁷⁵Lee Meyerson, "Somatopsychological Aspects of Blindness," Psychological Diagnosis and Counseling of the Adult Blind, ed. Wilma Donahue (New York: American Foundation for the Blind, 1947), p. 15.

basic and paramount need. When such human activity, behavior, resulted in satisfaction, it took on value meanings and became human want. Such wants tended to be continued and organized into recognized needs. The author then emphasized that the basic needs of the disabled were like those of the "normal," and added that severe handicap of physique or intellect often imposed sweeping restrictions upon the choices open to individuals, as a result of which many of their needs were accentuated.⁷⁶

No new data regarding the impact of blindness on needs were contained. For example, reference was made to the increased tendency toward habitual sedentariness, and a tendency toward isolation. These resultants of blindness have been sufficiently documented.

The data in Stafford's Sports for the Handicapped⁷⁷ seemed also to have been derived from the materials already studied. For example, the characteristic effects of blindness upon an individual were given as follows:

1. He tended to become inactive, physically and socially, and to some extent mentally. He lacked initiative.
2. He showed poor coordination.
3. He showed a lack of orientation.
4. He tended to allow his body to slump into a poor (fatigue type) posture.

⁷⁶ Hunt, op. cit., pp. 75-78.

⁷⁷ Stafford, op. cit.,

5. He exhibited definite reactions indicating faulty sociologic and psychologic adjustments such as:
 - a. A general withdrawal from social contacts.
 - b. A lack of confidence in himself.
 - c. An attitude of self-pity.⁷⁸

Based on the preceding, the author concluded with the recommendations that opportunities should be provided for activity and the restoration of self-confidence.

In Recreation for the Blind, Buell devoted just one page to some psychological aspects of recreation for the blind.⁷⁹ Like Allport's idiographic consideration of personality, Buell stated that adjustment to blindness depended primarily upon one's innate make-up and the effect of the environment upon his personality. Somewhat polemically, he added that blindness forced an individual into a confusing situation in which he had to redefine his personality, attempt to satisfy his own needs, and still conform to the restrictions that society placed upon him by its attitude toward blindness.⁸⁰ No new data were contained in this pamphlet.

It was apparent, too, that Ireland utilized data from Cutsforth, Chevigny and Braverman, and Worchel in his definitive recreation article in The New Outlook for the Blind.⁸¹

⁷⁸ Ibid., p. 148.

⁷⁹ Buell, Recreation for the Blind, p. 12.

⁸⁰ Ibid.

⁸¹ Ireland, op. cit.

Referring to restrictions due to blindness, he identified three general areas which at this point were quickly recognizable:

1. Lessened mobility.
2. Lessened experience.
3. Conflict, anxiety and tension in the psychocultural areas.⁸²

Summary

The consideration of human need as the overriding imperative of the study was based on the cultural evolution of recreation as a necessary response to human need. Basic needs of adults were determined through study of authoritative literature in psychology. Experimental psychologist H. A. Murray developed the most comprehensive and definitive compilation of manifest psychogenic adult needs. Consistent documentary authentication of these needs was found in the psychological literature of acknowledged prestige psychologists. These needs, inferred from common behavior reactions, were grouped and classified and then used as a conceptual framework within which the needs met through recreation were identified for consideration as recreation needs.

Holistic, dynamic man was described as a perpetually wanting animal, and neurosis or health were dependent upon

⁸²Ibid., pp. 134-136.

the manner in which, and the degree to which his needs were frustrated or satisfied. In the cultural context of American leisure-centered society, recreation enjoyed a high priority as a principal modality for meeting human needs. Recreation derived its psychological and social sanctions through its commitment to constructively meet human needs. The persuasiveness of this professional obligation resulted in the increasing reference to the incisive term "recreation need."

The authoritative recreation literature revealed that many of the manifest psychogenic needs of man were satisfied through recreation activities and experiences. Therefore, these basic needs were also recreation needs. This finding logically and predictably confirmed the comprehensiveness of recreation activity.

The literature in the specialized field of "work for the blind" substantiated the assumption that the psychological and/or sociological impact of visual deprivation upon the individual was profound and devastating. While there were some notable exceptions to prove that blindness need not be catastrophic, there was general agreement that blindness was a severe and multiple handicap.

A basic assumption in philosophy holds that nothing can be in the brain that was not first in the senses. As the principal receptor, integrator, and verifier of stimuli,

sight was the acknowledged queen of the senses. Usually, touch, smell and/or avid listening were in cultural disrepute as perception substitutes, unless exercised carefully and judiciously. Obviously, the range and variety of human experience had to be significantly curtailed by visual impairment.

The specialized literature was replete with delineations of intrinsic and extrinsic limitations resulting from blindness. Psychologist-educator Philip Worchel summarized his findings as follows:

We can expect the development or aggravation of feelings of helplessness and hostility. To cope with the anxiety that is aroused by these feelings, the individual develops certain defense mechanisms. We can predict that where feelings of helplessness arise from physical handicaps the defenses most likely to follow would be over-compensation, withdrawal or fantasy in order to overcome the deficiency.⁸³

Lee Meyerson noted that the blind adult had to live in a culture of normally seeing persons, yet he was literally forced into the position of an underprivileged minority group member. The blind person had to live in a world dominated by seeing persons, but he was not allowed to be of that world. Thus he lived on the margin between two ways of life, the way of seeing and the way of the blind, unable to consistently follow either way.⁸⁴

⁸³Worchel, op. cit., pp. 30-31.

⁸⁴Meyerson, op. cit., p. 29.

While referring to the notable progress made recently in Great Britain and the United States, Ishbel Ross could still say poignantly:

But the total picture still is better in theory than in fact. The blind are still the blind--dependent on countless small services that niggle at their self-respect, confronted by innumerable daily frustrations. It takes the most vigorous and strongest characters to strike out for effort rather than ease. For one who breasts the current, hundreds give up.⁸⁵

Blindness was consistently judged a severe and multiple handicap. The resultant intrinsic and extrinsic effects combined to immobilize and isolate. Lessened quantitative and qualitative sensory stimulation tended to pauperize awareness of self and others. Activities and experiences which satisfy psychogenic needs were reduced to a minimum.

The specialized recreation center served as a community resource for the many blind persons who had to plod the ambiguous path between the sighted and the blind. Recreation in the specialized center could meet the recreation needs of the many blind persons who could not "breast the current." For these individuals, the specialized program served as a sort of "half-way house" which offered understanding, support, guidance, activity, involvement, learning, and strengthening through recreation. The scope and manner of these efforts were the focus of the succeeding chapter, "The Current Statuses of Selected Specialized Recreation Centers."

⁸⁵Ross, op. cit., p. 6.

CHAPTER V

THE CURRENT STATUSES OF SELECTED SPECIALIZED
RECREATION CENTERS

The common problem
 Yours, mine, everyone's
 Is not to fancy what
 Were fair in life
 Provided it could be.
 But finding first
 What may be, then find
 How to make it fair
 Up to our means.

It was in the sense of Browning's ". . . finding first / What may be . . . ,"¹ that the investigation of current statuses of specialized recreation centers for blind adults became the next area for study. For constructive thinking about practical affairs, knowledge of the existent situation is essential.

The Directory of Agencies Serving Blind Persons in the United States and Canada² revealed that there were ten specialized agencies in New York City which included recreation in their reports of services rendered. Only the four

¹Robert Browning, "The Common Problem," "Bishop Blougram's Apology," in One Thousand Quotable Poems, ed. Thomas Curtis Clark (New York: Harper and Brothers, 1937).

²Saterlee, op. cit., pp. 116-22.

largest agencies, conducting six specialized recreation centers qualified for consideration on the basis of the selection criteria.³ These four major social service-rehabilitation organizations and their respective recreation centers were the following:

1. Brooklyn Bureau of Social Service and Children's Aid Society (referred to as the B.B.S.S.)
2. Industrial Home for the Blind (referred to as the I.H.B.)
 - I.H.B. Club
 - I.H.B. Day Centers
3. New York Association for the Blind (referred to as the Lighthouse)
 - Lighthouse Manhattan Center
 - Lighthouse Queens Center
4. New York Guild for the Jewish Blind (referred to as the Guild)
 - Guild Center

The comprehensive current status categories suggested by Larsen, Fields and Gabrielsen⁴ were utilized to insure adequate and uniform acquisition of data, viz.:

- | | |
|--------------------|--------------------|
| 1. Interpretations | 6. Leadership |
| 2. Objectives | 7. Administration |
| 3. Auspices | 8. History, trends |
| 4. People | 9. Professions |
| 5. Programs | |

³Infra, pp. 174ff.

⁴Larsen, Fields, and Gabrielsen, op. cit., pp. 30-37.

Personal contact was made with the executive personnel of the four organizations, and with the respective directors of the recreation centers. Written confirmation and appreciation for the expressed interest in and cooperation with the study was made to the administrators of the centers.⁵

Available written materials for each organization and for each center were gathered, e.g., annual reports, pamphlets, brochures, program and activity schedules, training manuals, and other informationals.

An interview-schedule was constructed to get additional necessary information. The data-gathering instrument was reviewed and evaluated by four experts in the field, as well as by two members of the doctoral committee. After the theoretical validation, a trial application of the interview-schedule at one of the larger specialized recreation centers indicated that the instrument was sufficiently reliable for use in acquiring the desired data.⁶ Concomitant with the utilization of the interview-schedule, observations of program activities gave supplementary and complementary data regarding current operation practices.

⁵ See Appendix, infra, p. 394

⁶ See Appendix, infra, pp. 396-406.

The comprehensive scope of the interview-schedule categories, circumscribed somewhat, the depth of subordination of subject matter. It was quickly noted that after the first hour of each interview, there was a decided tendency to offer data in more general terms. When the two hour interview length was neared, the trend away from specificity of data was even more evident. Program observations also had their limitations in relation to the continued cooperation and tolerance of center supervisors and leaders.

Interpretations and Objectives

Philosophy encompasses interpretations and objectives, particularly when the scope and depth of general concepts concern themselves with culture and human value. Larsen, Fields and Gabrielsen combined the two categories.⁷ The expressed interpretations and objectives of all the specialized centers were significantly similar and interrelated in their explicit formulations. Generally, specialized recreation was considered within the larger field of rehabilitation, although too often the relationship was more theoretical than real in practice.

The B.B.S.S., the I.H.B., and the Lighthouse had been

⁷Larsen, Fields, and Gabrielsen, op. cit., p. 30.

in existence for longer than fifty years. The Guild, founded in 1914, was almost as old. All were now multi-function voluntary agencies offering many services to blind individuals, including specialized recreation. The Lighthouse and the Guild began as recreation serving organizations. The I.H.B. was organized essentially for employment, but an additional specified aim was "to provide recreation, rest and congenial association."⁸

The four agencies were legally chartered, which meant that a statement of their purposes had been accepted by the State. Explicitly or implicitly, they expressed the notion that was to become a slogan, "Help the blind to help themselves."⁹ Pious acceptance and wide usage should not obscure the possibility that this apt phrase might easily camouflage a wide range of divergent practices. Professor of Social Work Miller addressed himself to this problem when he stated "... . it enables us all to agree with a similar sense of ethical and moral impeccability and still obscure

⁸Industrial Home for the Blind, The I.H.B. Way: An Approach to the Rehabilitation of Blind Persons (Brooklyn, N.Y., 1961), p. 4.

⁹Ibid.

a wide range of actual differences among us."¹⁰ The sounder test of achievement combined qualitative evaluation of means, methods and demonstrated accomplishments with contemplation and expression of ideal goals.

The oldest of the agencies was the Industrial Home for the Blind, which had its earliest beginning in 1893. Helping blind persons to help themselves was more specifically supplemented with "for the purpose of advancing socially and financially those less fortunate than ourselves."¹¹ Objectives were enumerated as follows: "(1) to furnish a home for blind men; (2) to provide suitable employment, such as chair-caning, mattress making and repairing; (3) to provide recreation, rest, and congenial association."¹²

The I.H.B. has had a continuous growth and expansion of its goals, facilities and program. In the post World War II years, social work was adopted as the professional discipline to guide the agency's interpretations, objectives and methodologies. Expressions of current I.H.B. philosophy follow:

¹⁰Irving Miller, "Camping with the Handicapped," The New Outlook for the Blind, LI, No. 9 (November, 1957), 411.

¹¹Industrial Home for the Blind, The IHB Way . . ., p. 3.

¹²Ibid., p. 4.

1. Blind persons are individuals whose visual limitations impose different problems upon them and who have to be helped on an individual basis.
2. Almost all blind individuals have the potential capacities to help themselves to some degree.
3. Guided by a respect for the individual and an appreciation of his capacity to make decisions for himself, the I.H.B. aims at the fullest development of the blind individual, emotionally, socially, and vocationally.
4. The I.H.B. believes that most blind persons can live in their own communities, sharing in community activities and responsibilities.
5. Integration of the blind person within his family, his community, and his nation is a principal goal of the I.H.B. Program, insofar as the effect of the disability upon the individual permits.¹³

The preceding direction finders, obviously based in American democratic social work interpretations and principles, were significant also, for the careful phraseology which implicitly took cognizance of the severity of blindness as a handicap. Semantic caution was particularly evident in the following expression of I.H.B. philosophy, "Blindness can be a limiting disability. However, through long experience, the I.H.B. has found that blindness need not be catastrophic or totally disabling."¹⁴ The phrases "limiting disability," and "catastrophic or totally disabling," were subject to various meanings dependent upon many individual factors in a given situation.

¹³Ibid., pp. 9-11.

¹⁴Ibid., p. 9.

The New York Association for the Blind was incorporated in 1906. The purposes as stated in the certificate of incorporation were: "the furtherance of the interests of the blind in the State of New York, by their physical and mental betterments, by the development of methods and plans for their education and instruction and by the opening of new trades and other occupations for their employment."

In 1930 a certificate of amendment of purposes was filed in which the purposes were restated as follows:

1. The furtherance of the interests of the blind by their physical and mental betterment through the development of methods and plans for their instruction and by the opening of new trades and other occupations for the improvement of their condition;
2. To aid them in finding employment;
3. To assist them in disposing of the products of their industry;
4. To furnish outdoor relief for the blind;
5. To do and perform any and all other things which are lawfully and properly appurtenant or incident to or helpful in the accomplishment of the foregoing purposes, including
6. To establish and maintain:
 - (a) Workshops in which blind or partially blind persons may find employment and be instructed in trades and occupations which may be followed in their homes and elsewhere;
 - (b) Dispensaries when licensed by the State Board of Social Welfare;
 - (c) A summer or vacation home for blind persons at Cornwall in the State of New York and similar homes in other states subject to the laws of those states;
 - (d) Boarding homes for adult blind or partly blind in the Greater City of New York as from time to time may appear desirable.¹⁵

¹⁵-Certificate of Amendment and Powers and Territory

While continually broadening services, i.e., increasing the number of clients served and enlarging facilities, the Lighthouse seemed to have continued the basic pattern and quality of services encompassed by the preceding statement of purposes.

The Brooklyn Bureau of Social Service and Children's Aid Society, founded in 1866, was one of the older family service and social work agencies in the United States. Its Department for the Handicapped was organized in 1916 to offer a specialized service to blind and crippled individuals in Brooklyn, New York. As an accredited social work agency the basic philosophy, principles and standards were those generic to the profession of social work. Two statements in their Service and Training Manual focused these interpretations and objectives to the area of the physically handicapped, viz.:

Over these years we have developed a multi-service program of assistance to the physically handicapped designed to meet their needs in every phase of living both as individuals and community members.

Allowing full recognition to the reality and severity of physical handicaps, there is still basic

in Which It is Hereafter to Operate of the New York Association for the Blind, Pursuant to Section 30 of the Membership Corporation Law," New York, February 10, 1930. (Mimeographed.)

in our philosophy the belief that the handicapped person deviates from the normal only to the extent that such deviation is forced upon him by his environment.¹⁶

Utilizing casework as the principal methodology, a primary objective was personal adjustment to blindness which consisted of (1) acceptance of blindness, and (2) development of the ability to arrange one's daily business and social life comfortably and pleasantly.¹⁷

The notion of restoration, both implicit and explicit in rehabilitation, was expressed as follows: "To restore the handicapped individual's life to as near that which he enjoyed as a normal person as possible, or if that is not possible, to help him find a substitution which will give his life purpose and meaning."¹⁸

This was to be accomplished by helping the newly blind person adjust to the many restrictions imposed by blindness; and by proving to the individual that she could do without sight much that she did with it.¹⁹ Use of the feminine personal pronoun "she" was explained on the basis that until recently the two Brooklyn agencies, B.B.S.S. and the I.H.B., had restricted their intake on the basis of sex.

¹⁶Brooklyn Bureau of Social Service, Department for the Handicapped, Service and Training Manual, 1957, p.1.

¹⁷Ibid., p. 25. ¹⁸Ibid., p. 26. ¹⁹Ibid.

The I.H.B. now served women. The B.B.S.S. now accepted blind men but only on a highly selective basis, and usually in conjunction with other physical handicaps.

The New York Guild for the Jewish Blind referred to itself as a multi-functional, non-profit specialized agency. It was founded in 1914 by charitable-minded volunteers to provide the following:

1. Friendly meeting.
2. Direct relief.
3. The institutionalization of children.
4. The institutionalization of older adult Jewish blind.
5. The establishment of a recreation center.²⁰

In its development the Guild had gone from volunteer workers to paid workers and more recently to paid professionally qualified social workers.

The Guild also averred, "The New York Guild for the Jewish Blind endeavors to help the visually handicapped individual to help himself."²¹ The Guild now was an agency committed to social work and its three principal methodologies, i.e., case-work, group work and community organization. The Guild emphasized its recognition of the basic psychological finding that each blind person presented different problems and different needs.²²

²⁰New York Guild for the Jewish Blind, Staff Manual (New York, 1962), p. 1.

²¹Ibid., p. 3.

²²Ibid.

Devotion to the ideal of integration was indicated through the agency objective of encouraging vocational, social, and educational contacts with the sighted community.²³

Analysis of the expressed interpretations and objectives of the four selected specialized organizations revealed remarkable identity of content. For example, "helping the blind to help themselves" was indigenous to all. The later study of existing practices disclosed a remarkable divergence in program practices, even among the centers which boasted social work orientation and commitment. Evidently, similar and even identical interpretation was little guarantee of equivalent implementation.

The three social work agencies, viz., the I.H.B., the B.B.S.S., and the Guild tended to give more emphasis in their utterances and practices to the objective of integration with the sighted. The Lighthouse relied heavily on its pragmatic experiences, on which basis, it was felt that for many of the blind individuals served, only some relative integration was realistically attainable, and at great effort.

Table 3 lists the documented interpretations and objectives. "Social Work" was placed at the head of the

²³Ibid., p. 3.

listings because as professional discipline, social work included not only interpretations and objectives relative to individuals and society, but also specific methodology for implementations and achievement.²⁴

TABLE 3

INTERPRETATIONS AND OBJECTIVES OF
SELECTED SPECIALIZED AGENCIES

Interpretations and Objectives of Specialized Agencies	I.H.B.	Agencies		Guild
		Lighthouse	B.B.S.S.	
Social work	X		X	X
Helping blind to help themselves	X	X	X	X
Integration with sighted	X		X	X
Employment (training and placement)	X	X	X	X
Sheltered workshop	X	X	X	X
Direct assistance (financial)	X	X	X	X
Health services		X		
Educational services		X		X
Specialized homes	X	X		X
Recreation and vacation service	X	X	X	X

²⁴Nathan Edward Cohen, Social Work: In the American Tradition (New York: The Dryden Press, 1958), pp. 10-15.

The four selected agencies all offered a specialized recreation service. The I.H.B., the B.B.S.S. and the Guild, were oriented toward social work, and tended to emphasize the group work method in their efforts to help blind persons to help themselves. The Lighthouse, oriented toward education, was activity-centered and utilized relatively greater variety of specific recreation activities which were designed to meet the needs, interests and capabilities of large numbers of blind individuals,

Explicit I.H.B. recreation interpretations and objectives included the following:

1. Recreation was an essential rehabilitation service.
2. Recreation had a vital side in promoting independence and self-sufficiency.
3. For some blind individuals the goal of recreation was movement into the community with gradual withdrawal from the specialized program.
4. For some blind individuals the specialized program served as an adjunct to community recreation with seeing persons.
5. For other blind individuals, specialized recreation served as the core of recreation adjustment with only minor involvement in community recreation.
6. For some blind individuals, particularly older persons and deaf-blind, specialized recreation was the sole resource through which leisure time interests could be expressed.²⁵

Pertaining to older and multiply-handicapped blind individuals, it was stated that group activities were used

²⁵Industrial Home for the Blind, The I.H.B. Way, p. 96.

to free the individual from isolation, loneliness, and social deprivation. This was accomplished "by taking the older blind person out of his home for a while and changing his confining customary routine; and by providing the client with satisfying social experience which will enrich his living and which will give him a sense of belonging."²⁶

The activity centered Lighthouse recreation programs gave some consideration to the positive utilization of small groups. However, since qualified social group work leadership was not available, the direction and quality of interpersonal relationships within these groups were not always as constructive as they might have been. The overriding objective of the Lighthouse recreation programs was to constructively meet the recreation needs of the members.²⁷ The learning of specific and concrete skills, and the experiences in group and intergroup activities provided necessary physical and mental activity with resultant strengthening of self-regard, and improved quality of living. Recreation was described as preventive, therapeutic, and worthwhile

²⁶Ibid., p. 97.

²⁷American Foundation for the Blind, Inc., Recreation at the Lighthouse, Public Information Pamphlet (New York, 1960), p. 1.

intrinsically as an important ingredient of living.²⁸ For most of the members, attendance in Lighthouse recreation represented their sole opportunity for contact with the community.

Recreation at the B.B.S.S. was described as fun with a purpose. Recreation behavior assisted in the diagnostic evaluation of an individual's strengths and weaknesses. For the blind person unable to compete psychologically and thus shut off from normal social contacts, recreation served to provide needed entertainment and companionship.²⁹

The general objectives of the Guild Group Work and Recreation Department were stated as follows: ". . . offers a broad program designed to provide opportunities for the blind person to adjust to his handicap through relationship with people, through enjoyment and relaxation, and through learning new skills in classes and clubs."³⁰

The interpretations and objectives of the specialized centers were relevantly and significantly similar in

²⁸Maurice Case, "A Comprehensive Program in Planned Recreation by the Voluntary Agency," The Seer (Pennsylvania Association for the Blind), XXIII, No. 4 (December, 1953), pp. 30-31.

²⁹Brooklyn Bureau of Social Service, Department for the Handicapped, Service and Training Manual (1957), p. 28.

³⁰New York Guild for the Jewish Blind, Staff Manual (New York, 1962), p. 11.

their explicit and implicit expressions. The I.H.B. declared that recreation was an essential rehabilitation service with a vital role in promoting independence and self-sufficiency. The Lighthouse emphasized the efficacy in meeting human needs and the resultant physical, psychological and social benefits. At the B.B.S.S. recreation was purposeful fun, and behavior in recreation was observed and reported for diagnostic purposes. The Guild Center's aphorism seemed to be an inclusive summation of all the interpretations and objectives.

Auspices

The general character of individuals who collectively assume corporate responsibility often determine the goals as well as the methods which an organization utilizes to justify its sanction as a community institution. It was difficult to see any significant differences in the board membership compositions of the selected agencies. They all included a large number of prestige banking and business executives. The Lighthouse seemed to have more social and financial power individuals, i.e., those whose names were better known to the general public.

All the agencies and recreation centers were non-sectarian in their service policies and practices. The Guild had begun as a sectarian agency. Initially, its social

service, direct relief and residential home were reserved for Jewish blind persons. After World War II, only the residential home service was kept in this restrictive classification. For charter and other legal reasons the agency had retained its sectarian name, the New York Guild for the Jewish Blind. However, when telephone calls were made to the agency, the switchboard operator responded with, "Guild for the Blind."

With the exception of the Lighthouse, the agencies were explicitly committed to social work as the indispensable method through which agency goals were to be achieved. The Lighthouse preferred the educational and pragmatic methods which seemed more swiftly and practically to meet many of the more immediate concrete needs of the blind persons served by the agency.

People

Age and Sex of Persons Served

These data were obtained from the directors responsible for the administration of the recreation centers. The Lighthouse and the Guild submitted written reports which included member statistics. The B.B.S.S. program was so small, the director had the figures in her head. The I.H.B. director gave his best estimates on the basis of written materials available to him.

TABLE 4

AGE AND SEX OF PERSONS SERVED

Ages *	B.B.S.S. Center		I.H.B. Club		I.H.B. Day Centers		Lighthouse Manhattan Center		Lighthouse Queens Center		Guild Center		Center Totals	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
20-34	3	6	55	15	0	0	84	64	28	30	39	30	209	145
35-59	3	10	140	15	9	11	174	261	59	64	118	145	503	506
60-over	9	27	50	0	98	86	235	298	46	55	118	136	556	602
Total Members	15	43	245	30	107	97	493	623	133	149	275	311	1,268	1,253
	58		275		204		1,116		282		586		2,521	

*The age classifications were those used in the annual report to the Greater New York Fund of which the selected agencies were members.

The most striking feature of the preceding figures was the considerable range from 58 persons served at the B.B.S.S. to 1,116 individuals served at the Lighthouse Manhattan Center. The direct effects of this wide difference were later evident in significant program variations. The center programs with the larger memberships were, by necessity, more formally structured, and included a greater number and variety of recreation activities. Although the Guild Center was most strongly committed to the methodology of social group work, it rivaled the Lighthouse Manhattan Center in number and variety of recreation activities included. Its membership comprised 586 individuals.

The total membership for the six centers was 2,521 members. However, this was not the number of blind individuals served. In 1960, a cross-check survey conducted by the New York State Commission for the Blind, revealed an approximate thirty per cent duplication of recreation memberships between the I.H.B. centers and the Guild Center. The small B.B.S.S. membership was not considered. The Lighthouse center membership registers were not available for the survey.

Forty-five per cent of the total membership was sixty years of age and over, i.e., 1,158 of 2,521 members. Agency executives and recreation personnel agreed that the upward aging trend in the centers was a definitive and continuing

phenomenon, paralleling demographic developments in the population as a whole.

Figure 1 shows the range in center memberships as well as the relative proportions of participants sixty years of age and older.

In most of the specialized recreation centers, the older participants, represented by those sixty years of age or older, constituted nearly fifty per cent of the membership. A significant difference was indicated in the comparison of the I.H.B. Club and the I.H.B. Centers. The former was patronized by the more mobile male individuals, while the center was designed for the older person who was transported to the facility.

The sex of the members was not significantly different from the proportions found in the general population, i.e., in the age categories above thirty-five years, blind women outnumbered blind men. The I.H.B. had included women in their programs only within the past three years. The preponderance of men in the I.H.B. Club, especially in the age grouping from thirty-five through fifty-five years, was accounted for by the fact that program activities were geared to the needs and interests of the mobile male blind man.

NUMBER OF ENROLLED MEMBERS—1960

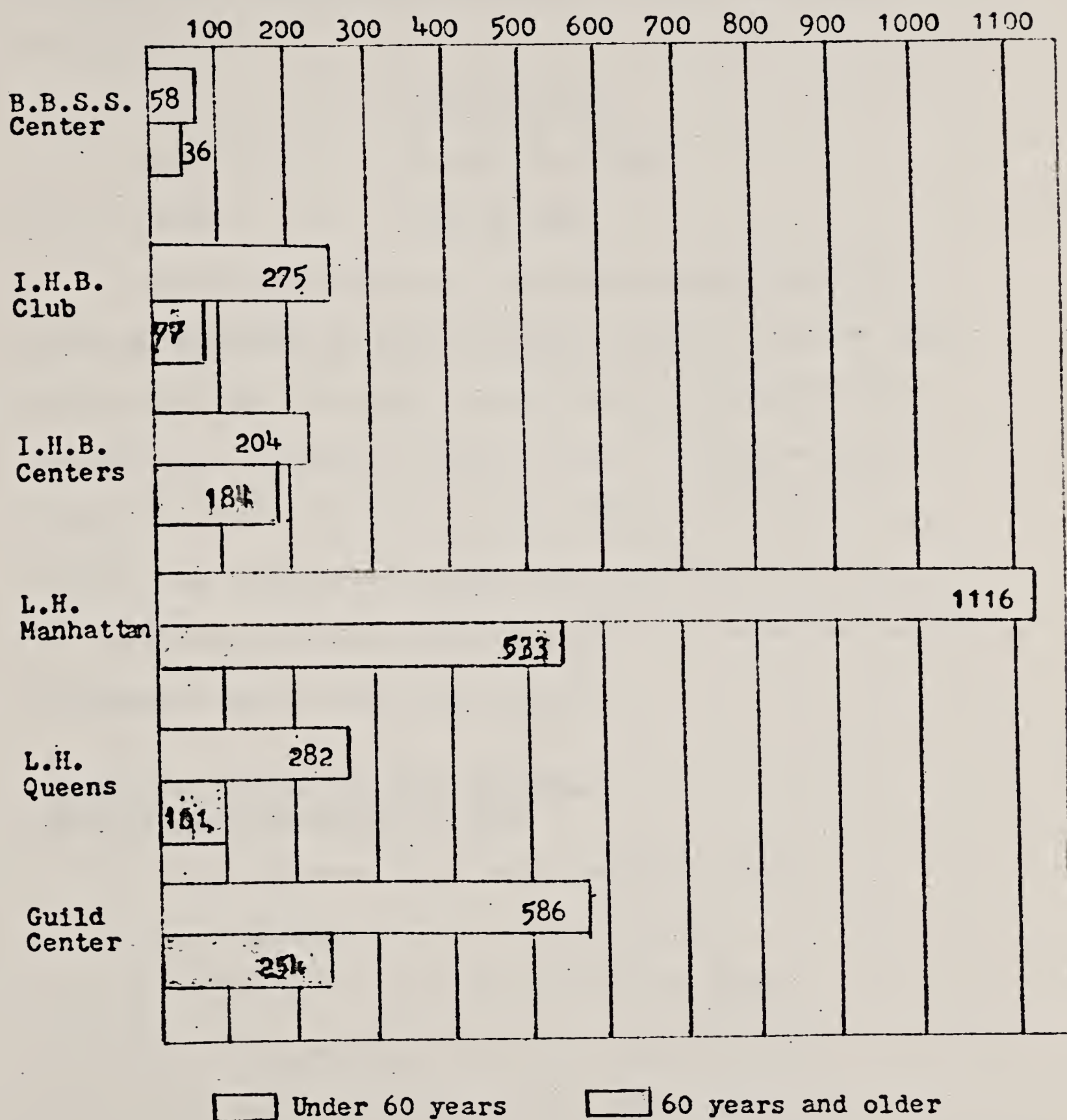


Figure 1

CENTER ENROLLMENT SHOWING MEMBERS SIXTY YEARS AND OLDER—1960.

Economic Level of Members

Each center director was asked to indicate the economic level of the center members. These major levels were listed:

Low	Under \$3,000
Medium	\$3,000 to \$7,000
High	Over \$7,000

While definitive data regarding member resources were not available in the recreation files, it was the judgment of all the directors that the large majority of the members were in the low economic level. Estimates ranged from ninety per cent at the I.H.B. Club to ninety-five per cent at the Lighthouse centers. The consensus was that most of the members had few resources; many were receiving public assistance and/or help from relatives.

Membership Characteristics and Their Significant Effect Upon Program

Ten characteristics were considered, viz.:

- | | |
|-------------------|--------------------|
| 1. Religion | 6. Education |
| 2. Race | 7. Used Braille |
| 3. Nationality | 8. Traveled alone |
| 4. Marital status | 9. Indoor mobility |
| 5. Lived alone | 10. Usable vision |

Evaluation of the effects of each of the preceding member characteristics was shown by ascribing the arabic number two (2) to indicate effects which greatly influenced programs; the arabic number one (1) to effects which somewhat influenced programs, and a zero (0) to show no significant effect on programs. Table 5 portrays the responses.

TABLE 5

MEMBERSHIP CHARACTERISTICS AND THEIR EFFECT ON PROGRAM

Character- istics	B.B.S.S.	I.H.B.				
		I.H.B. Club	Day Center	Lighthouse Manhattan	Lighthouse Queens	Guild
1. Religion	1	1	1	1	1	1
2. Race	0	1	1	1	1	1
3. Nation- ality	0	1	1	0	0	1
4. Mental Status	0	0	0	0	0	1
5. Lived Alone	0	0	0	1	1	1
6. Education	1	1	1	1	1	1
7. Read Braille	1	1	1	1	1	1
8. Traveled Alone	2	0	2	2	2	2
9. Indoor Mobility	0	1	1	1	1	1
10. Usable Vision	0	1	1	1	1	2

The high degree of concurrence was based on the identity and similarity of interpretations, objectives and auspices among the centers. The fact that the six center directors were all qualified professionals who had been in their present positions for at least five years undoubtedly contributed to the judgmental convergence. Universality of common needs and a consciousness of kind due to blindness were factors which tended to assimilate the different characteristics. There seemed to be a commitment that members should be brought together as equals with no intention that any one group was better or superior.

"Religion" exerted a minor influence on program. The minor influence reference was to holiday observances, like serving fish on special days, and arranging inter-faith and brotherhood forums.

"Race" did not affect the small B.B.S.S. program. The larger centers reported a positive approach to racial understanding through careful planning, grouping, and discussion; and therefore reported race as a minor influence.

In the Lighthouse centers and in the B.B.S.S., "Nationality" had no effect on program; while in the I.H.B. centers and the Guild nationality customs were used to enrich program content.

Only in the Guild program was there special cognizance of "Marital Status." The Guild encouraged the formation of a club for unmarried members, and it was rumored that marriages did result.

The Lighthouse center programs were the only ones in which minor concern was indicated for the member who "Lived Alone." This was indicated by the provision of special cooking classes, and volunteers for shopping and reading mail.

All the programs were designed to meet the needs of the many members who had just an elementary school education or less. There were also considerations for those with higher educational backgrounds. The Lighthouse Manhattan Center program included a special interest club for members with college background.

Some recreation activities required elementary braille reading as a basic skill, e.g., card playing, reading scripts in dramatics, or playing bingo. There was general agreement that ability to read braille somewhat affected programs.

Except for the I.H.B. Club, the evening center designed to attract the independent working blind man, inability to travel alone greatly influenced the programs of all the centers. Approximately one-fifth to one-third of recreation expenditures went into transportation costs, i.e., getting

members to and from the centers. Program statistics were a direct function of transportation.

"Indoor Mobility" was considered a minor factor, except in the program of the B.B.S.S. Obviously, where large numbers of members needed indoor mobility assistance, staff and program attention were necessary. At the Lighthouse Manhattan Center, a designated staff member was assigned to help improve the indoor mobility skills of the members.

The recreation director at the Guild felt that "Usable Vision" was a major program factor because it determined not only variety of activities possible, but also the ratio of staff to members. The other center directors acknowledged these points, but evaluated them as having minor effects on program. Again, the B.B.S.S. with its small program, did not consider usable vision a program factor. This may have been due, in part, to the fact that some of the B.B.S.S. recreation activities included individuals with handicaps other than blindness.

Programs

The provision of a comprehensive program of activities to meet the varied recreation needs, interests and capabilities of the visually impaired members was an explicitly expressed objective of all the centers. Concern

for the total personality and its constituent need for experience in many areas of human interest was an underlying philosophical concept which also contributed to the expansive scope of program activities. There was evident recognition that philosophy and principles were implemented, objectives were achieved, and accomplishments were evaluated through the media of program activities.

Recreation was seen not only as an essential ingredient of more meaningful living; but also as a significant therapeutic modality for physical and psychological catharsis. Expressive concentration in dramatics, ceramics, music, groups, swimming, bowling, and even in table games served to release tensions, and lessen anxieties and hostilities.

A fundamental principle of mental hygiene emphasized the inherent prophylaxis of attention and concentration outside the self. How much more urgent and significant this was when the physical self was severely impaired?

The Lighthouse centers offered a wide cafeteria of activities predicated on standard recreation-education classifications, viz.: arts and crafts, dancing, dramatics, literary activities, music, nature and outings, social events, sports and games.³¹ The other centers, committed strongly to

³¹Meyer and Brightbill, op. cit., pp. 364-84.

group work, felt that individual needs were met and lives enriched more effectively through collective behavior in purposeful groupings. A group leader was necessary to create the atmosphere in which participants expressed themselves, risked themselves, and were made to feel that they belonged, had worth, and thus were assured and strengthened. In the social work programs there seemed to be greater emphasis on planning activities with the participants.

Probably because the members were adults, some of the center activities were similar to those usually found in adult education classifications, e.g., creative writing, civics and Spanish. Lacking the structural format and emphasis on specific units of achievement, these were recreation activities in the service of recreation needs. The possibility of achievement on many levels encouraged participation and for most members the process of doing was the focus of the activity.

In identifying the program activities offered, the recreation directors were asked to indicate significant adaptations because of the visual impairment of the members. Non-substantive qualitative and quantitative characteristics of teaching were not considered significant adaptations, e.g., slower tempo, more regular and orderly organization of the activity room in relation to furniture, equipment

and supplies, more detailed verbalized instructions, and the utilization of substitute communication stimuli like feeling models in ceramics or in arts and crafts, pinning the seam in sewing or millinery, or feeling the instructor's movements and positions in swimming, bowling and dancing.

The necessary use of a fixed or portable guide rail in bowling was an example of special adaptation. The braille of playing cards, bingo boards, scrabble pieces, or differentiating the shapes of opposing chess and checker pieces with the appropriate indented and/or pegged boards were also considered special adaptations.

The presence of an activity in the program was indicated by the capital letter "X" in the appropriate section of the interview schedule. When there was significant adaptation because of blindness, the "X" was bracketed (X). Space was provided for description of the indicated adaptation.

Program data were obtained for twelve categories of activities.

Arts and Crafts

Even in the centers where there was a heavy accent on group interaction, handicrafts were found to be a major part of program. Some of the group workers expressed their lack of interest in handicrafts, except as the activity could

be utilized in the service of collective experience. Apparently, the center members insisted on handicrafts. The recreation literature was replete with data favoring the inclusion of handicrafts in recreation programs. Dr. Frederick Tilney, the renowned neurologist, contended that an individual could not achieve normality, nor maintain normality without some manual accomplishment. The great efficacy in concentrated attention outside of one's self, so frequently concomitant of handicraft effort, was a well known mental hygiene concept. Handicrafts served as an important medium for habilitation, i.e., the development of new interests and skills. Tactility, the coordination of mind and fingers, and haptic perception, the touch sense, both so important as primary substitutes for visual experience, were improved through participation in handicrafts. Not the least consideration was the objective manner in which arts and crafts served as a useful demonstration of progress to members, to staff, to volunteers, and to the community.

Social group work notwithstanding, twenty-three discrete handicraft activities were delineated. Table 6 shows the pragmatic emphasis on these activities.

TABLE 6

ARTS AND CRAFTS

Activity	B.B.S.S.	I.H.B.			Lighthouse Queens	Lighthouse Guild
		Club	Day Center	Manhattan		
Basketry		X	X	X	X	X
Beadwork			X		X	X
Carving						
Wood, Bone,						
Soap						X
Cookery				(X)		(X)
Collage						X
Jewelry		X	X	X	X	X
Leather		X	X	X	X	X
Metal		X	X	X		X
Millinery	X			X	X	X
Needlework		X	X			X
Crochet				X		
Knitting	X	X	X	X	X	X
Plastic						X
Pottery,						
Ceramics		X	X	X	X	X
Reed				X		
Raffia	X	X	X	X	X	X
Rugs	X	X	X	X	X	X
Sculpture		X	X	X	X	X
Sewing	X	X	X	(X)	X	X
Tiling		X	X	X	X	X
Weaving		X	X	X	X	X
Woodwork		X	X	X	X	X
Totals	5	14	15	17	14	20

The B.B.S.S. with a total registration of only fifty-eight members, included five arts and crafts activities. The other centers' programs included more than half of the listed activities. Interestingly, the Guild Center, most strongly

committed to group work, reported the largest number of hand craft activities, twenty of twenty-three.

Analyses of the data in Table 6, and the data obtained in supplementary observations of program operation, revealed a minimum of adaptation necessitated because of visual handicap. The bracketed markings relative to "cookery" referred to special kitchen gadgets, like brailled timers, brailled cooking thermometers, special measuring spoons, and brailled labels for cans and jars.

Sewing was bracketed only at the Lighthouse Manhattan Center, and the reference was to self-threading needles, and adapted measuring tapes.

Although few special adaptations were reported, it was made emphatically clear that the instructors in arts and crafts were required to spend a large proportion of their time in the preparation of materials for use by the members. The preponderance of arts and crafts activities in the programs was indicative of the substantial membership interest, but considerable range in membership ability and capacity was reported. The large majority of members required close attention and supervision. As soon as the ratio of members to one instructor exceeded four or five, additional assistance was necessary. Often there was a necessary resorting to prepared kits and projects.

Dancing

Dancing in various forms was included in all the center programs, except for the programs in the I.H.B. Centers. Apparently, when program time did not encompass evening hours, dancing was not a regular activity. The Lighthouse Queens Center program included a day session operating from 10:00 A.M. to 4:00 P.M. In this session dancing was not a regular activity. The day-evening sessions operating from 2:00 P.M. to 9:00 P.M., had regular dance classes, and social dancing was a popular and scheduled activity, but in the evening part of the program. The I.H.B. Club, which was primarily an evening program, considered dancing a core activity. The general unavailability of volunteers for dance activities during the daytime hours was considered a contributing factor to account for this program oddity.

Generally, dancing was a regularly scheduled program activity. Dancing utilized former social skills and relationships, and encouraged mobility. Social dancing required a minimum of skill, little physical effort, and was associated with fun and conviviality. Physical tone, coordination, posture, self-care, self-confidence, and sociability tended to improve through dancing. Noteworthy, also, was the fact that social dancing was a prime activity for attracting

volunteers who quickly felt secure, because they usually possessed the needed skills. These sighted volunteers served also as integration links for the members, the center and the community. Many of these dance volunteers were later trained for other skill assignments in the programs.

Dance activities were divided into two groupings, viz., (1) eurythmics, which referred to structured regularly occurring dance classes, and (2) supervised mass social dances. Four kinds of dances were included in the eurythmics classification, viz.: Folk, Modern, Social and Square dancing. These are represented in Table 7. A bracketed marking designated significant adaptation because of blindness.

TABLE 7

EURYTHMICS

Dance	B.B.S.S.	I.H.B. Club	I.H.B. Centers	Lighthouse Manhattan	Lighthouse Queens	Guild
Folk	(X)	(X)		X	X	(X)
Modern						
Social		X		X	X	X
Square	(X)			X	X	(X)

The bracketed markings did not denote significant adaptations in the substantive performances of the activity. Instead, they referred to the fact that the activity was

offered irregularly, dependent upon the availability of a volunteer who could teach the skills. These occasional classes represented the structured teaching situations, in contrast to the supervised mass dances. At the Lighthouse centers, structured folk and square dance classes were regularly taught by an experienced paid leader who was totally blind and who had been recruited from the membership group.

With regard to teaching methods, continual reference was made to slower teaching tempo, careful and detailed verbalized communication rather than visual demonstration, and frequent tactile kinesthetic assistance, i.e., allowing the student to feel the movement and/or posture of the instructor, or to be moved by the instructor.

The less structured supervised mass dances varied too much in their characteristic elements for graphic representation. Nine characteristic elements were explored, viz.:

1. Frequency;
2. time of day and length of dances;
3. participants, members, volunteers, guests and/or general public;
4. music, paid or volunteer band, records, juke box, tapes;

5. refreshments served;
6. fees and charges for admission and/or refreshments;
7. special characteristics of participants;
8. adaptations;
9. numerical attendance.

The B.B.S.S., with its relatively small program included some social dancing in their seasonal parties, but these were essentially parties, rather than dances.

As an evening center catering to the more independent, mobile working man, the I.H.B. Club program included two organized monthly dances, on the second and last Saturdays of each month. The participants included registered members who were permitted to bring a guest. Registered or invited volunteers also attended. Music was usually provided by a paid band, and occasionally by a volunteer band. Refreshments were available at cost from a small stand within the center. There was usually no admission charge. Attendance varied between one hundred and two hundred-fifty individuals dependent on factors like weather, special holiday motif, and the volunteers obtainable as dance partners. Attendance was notably higher when it was made known that a group of student nurses from a nearby hospital had accepted an invitation to volunteer.

The I.H.B. Day Center did not include mass dancing

as a specific program activity. The members were elderly, and again the day hours precluded availability of suitable volunteers and/or program time.

The Lighthouse Manhattan Center ran two organized dances each week. On Wednesday evening, from 7:00 to 9:00 P.M., approximately forty older men, ages ranging from fifty to eighty years, were joined by ten to twenty regularly attending volunteer ladies. Music was provided by a volunteer member band or by records. Refreshments consisting of a beverage and cake were occasionally served. There were no charges. It was reported that in the past few years it had become more difficult to recruit and retain Wednesday dance volunteers.

A regular Friday dance, from 8:30 to 11:00 P.M., had been for many years a core activity of the Friday program. Generally it was similar to the I.H.B. Club dance, i.e., intended for the independent mobile blind men. A paid band provided the music. Refreshments consisting of beverage and cake, were free. Members were permitted to bring guests. Registered volunteers attended. Attendance ranged from fifty to one hundred fifty persons.

The Lighthouse Queens Center with a membership made up largely of older persons, scheduled instructional dancing for small groups of members as a regular program activity.

Dance music was provided from within the membership, i.e., by a piano player, and by records or tapes.

The Guild ran a weekly dance on Wednesday evenings from 8:30 to 10:00 P.M. A paid band provided music and the free refreshments consisted of ice-cream and punch or juices. Members, guests and volunteers attended. There were no charges. Average attendance was reported as about one hundred persons. This regular mass dance was similar to the Lighthouse Friday night dance and the I.H.B. Club bi-monthly Saturday night dance.

In analyzing the reported characteristics of the preceding dances, only one seemed to be significantly different to warrant notation as an adaptation. This was the necessity for the female volunteer to change her normal dance role behavior and become the partner who approached and asked the man if he wished to dance.

Although still a prominent activity, mass dances were on the decline. Membership attendance was down. Professional staff looked askance at the "bread and circuses" tone of these affairs. "Aren't they wonderful!" and "they're so happy!" stirred the ire of the thoughtful worker who was striving sincerely to strengthen member individuality and alter the stereotypical connotations revealed by the preceding exclamations.

There were other factors which influenced the decline in mass dance attendance. Demographically, there were relatively fewer young adults, ages from twenty to thirty-five years. Improved vocational rehabilitation services and employment opportunities had enabled many of these members to get jobs, get married, acquire families. They no longer needed or wanted institutional recreation; except for an occasional night off or to come to some special event. Within all the programs, there was increased recognition that aims and objectives could be better accomplished through individualization in small group and class activities. Too often, the timid insecure member tended to be lost and even more isolated in the larger setting.

Nonetheless, the persistent endurance of mass dances as well as other mass program activities, like carnivals and entertainments, was evidence that large group activities met the needs of certain members. Large groupings did provide opportunities to experience gay conviviality, superficial relationships, safe anonymity, a vague consciousness of belonging, and exciting confusion outside oneself. The attraction of sighted individuals, and their recruitment as program volunteers, as well as their utilization as public information and education links with the community were constructive by-products of the mass dances. Not the least

consideration, administratively, was statistics. In the reality of annual budget deliberations, the per capita cost of recreation services was often made more palatable because of the larger numbers attending the mass dances.

Drama

Drama is a mode of expression of man's need to explain himself to himself, to his fellows, and to his God. Because man is a social being who requires acceptance and approval by his fellows, he has a basic urge to share his thoughts, ideas and emotions.³²

As a medium of self and interpersonal communication, dramatics served admirably to meet many of the adult recreation needs developed in Chapter IV. The supervisor in charge of dramatics at the Lighthouse Manhattan Center stated that dramatics afforded the participants a sense of group interrelationships, restored confidence, gave security and freedom in movement, helped to eliminate mannerisms, alleviated tensions and anxieties, and contributed to independence.

The positive mental hygiene effects of being someone else, the increase in self-understanding through characterization and communication, the opportunities for self-expressions and self-realization were also

³²The Athletic Institute, op. cit., p. 76.

mentioned as resultants of participation in dramatics. Then, there was the enjoyment and satisfaction of working together to inform, to intrigue, to entertain an audience with the rich reward of approval and appreciation by applause.

The recreation activities and events included in the dramatics category were (1) carnivals, bazaars, fairs, (2) workshops, skits, (3) productions, plays, and (4) shows.

The B.B.S.S. Service and Training Manual referred to "Drama" as a normal recreational method to achieve positive objectives like "posture, self-expression and speech improvements; suitable dress; proper use of make-up."³³ Yet no regularly planned dramatics activity was reported within the recreation program. There were occasional carnivals and bazaars, but these were more in the nature of parties on special occasions.

The I.H.B. Club program included a seasonal mass "penny" carnival and fair. More formal dramatics was the province of a special interest drama club. The club members, blind and sighted, were responsible for all the production aspects of their seasonal two one-act plays, and one three-act play. Cooperation was solicited from the handicrafts

³³Brooklyn Bureau of Social Service, Department for the Handicapped, Service and Training Manual (1957), p. 28.

and music staff. The audiences were primarily members, registered volunteers, agency personnel and their friends.

In the I.H.B. Day Centers, carnivals, bazaars, fairs and skits were a part of special events parties rather than planned regularly occurring activities. Skilled dramatic leadership was available only occasionally on a happenstance volunteer basis. Similarity to the B.B.S.S. program was evident. The same situation was noted for the Lighthouse Queens Center.

The Guild reported carnivals, bazaars, fairs and skits as special occasion events. Role playing was frequently used on an individual situational basis in the many club groups, but this was not considered recreation dramatics. A membership group did produce one full three-act play each season. Again, major emphasis was on the group interaction aspects of the activity. Production responsibilities were largely assumed by the members.

The Lighthouse Manhattan Center considered dramatics a major and a core activity of the recreation program. Lighthouse dramatics had its origins in the earliest years of the development of the program, when board members sponsored a play production group. Currently, a special committee of board members and influential fund-raising volunteers served on an advisory committee to the senior drama group.

known as the Lighthouse Players. The committee assisted in play reading, play selection, procurement of props, encouraged publicity, helped with the sale of tickets, and arranged to have prominent theatre persons sponsor and attend plays.

Regular classes, workshops and production groups were organized in a hierarchy of ascending competencies which culminated in the Lighthouse Players. A full-time paid supervisor of dramatics coordinated the workings of regularly scheduled classes, workshops, and two production groups. The junior group produced one major play each season for a pay audience consisting largely of personal friends and followers. The senior group, the Lighthouse Players, produced two major plays each season. Known nationally, even internationally, the group served as a medium for significant public education as well as entertainment.

The drama supervisor worked with a staff of part-time paid specialists comprising leaders, coaches, directors, scenic designers and stage managers. Experienced guest actors were recruited for roles which could not be fulfilled by visually handicapped members. A large auditorium (Lighthouse Little Theatre) modern stage, dressing-rooms, prop closets, make-up tables, storage facilities for flats,

lights, and some furniture further denoted the emphasis given to dramatics in the Lighthouse program.

Currently sixty-eight members were regularly and actively enrolled in dramatics activities.

Because of its long history and intensive concentration certain useful principles and practices pertinent to play production involving blind actors had been formulated, viz.:

1. Play content should not deal with blindness or other physical handicap.
2. Comedy, mystery and melodrama were preferable to tragedy or heavy drama.
3. Well-designed, well-written plays with good dialogue were better than simpler, less mature ones.
4. Plays with only moderate movement were easier than those with excessive, or violent movement.
5. The blocking of plays should have the blind actors moving away from stage front as much as possible.
6. Plays with too much pantomime and other non-verbal communications should be avoided.
7. Simple, uncluttered sets with a minimum of exits and entrances were preferable.
8. Single scene, or at most one scene change was advisable.

9. Tacked on rugs and runners leading to exits and entrances were helpful.
10. Heavy furniture, tables, chairs and end tables fastened to the floor served to prevent upset and confusion from occasional miscalculations in movement.
11. It was advisable to block the action so that as often as possible, a sighted guest actor was somewhere on stage in scenes in which a blind actor was involved in considerable movement.
12. Early availability of scripts in braille as well as actor responsibility for their lines was stressed so that major emphasis could be given to movement, characterization, gestures, facial expressions and communication.
13. The selection of members for participation in play production groups was based on the following criteria: (1) the needs of the member, (2) his dependability in relation to strength of his interest, responsibility in attending classes and rehearsals, (3) general intelligence for understanding characterization, plots and communication, (4) ability to read braille and memorize lines as well as respond to auditory cues.

Program distance from the elementary, introductory drama workshops to the Lighthouse Players was considerable. But even on the beginning levels, drama groups were regularly conducted as program activities. In these groups, the emphasis was completely on the use of the activity as a means for meeting the recreation needs of the participants. Personal, interpersonal relationships and social development were fostered through movement, imaginative use of oneself through improvisations, and the fun and enjoyment of expression and communication through acting. The satisfactions and gains for the participants were similar whether derived from the more disciplined involvement in the production groups or the less demanding participation of the classes and workshops.

The Lighthouse Manhattan Center program also included occasional carnivals, bazaars, fairs and festive group gatherings in conjunction with holidays and special events.

Games and Sports

Eight specific activities were listed within this category. Table 8 indicates their inclusion in the selected center programs. Again circled markings were indicative of special adaptations.

The centers seem to give high priority to sports and games. Many reasons were given for emphasis on these

recreation activities, viz.: the variety of skills involved, from the simplest as in bingo, to the most challenging as in chess, from the relatively inactive, as in table games, to the very active, as in roller-skating; from mild rivalry as in shuffleboard to exciting competitiveness as in bowling.

TABLE 8

GAMES AND SPORTS

Activity	B.B.S.S.	I.H.B.				
		I.H.B. Club	Day Center	Lighthouse Manhattan	Lighthouse Queens	Guild
Bingo	(X)	(X)	(X)	(X)	(X)	(X)
Bowling		(X)	(X)	(X)	(X)	(X)
Gymnastics		(X)		(X)	(X)	
Ping Pong						
Pool		X	X	X		X
Roller Skating		X		X		
Table Games	(X)	(X)	(X)	(X)	(X)	(X)
Shuffle Board		X	X	X	X	

Members with no vision or limited usable vision were enabled to participate in these recreation activities through adaptations which follow:

Bingo: Numbers were in depressed squares, in ink-print white against black background and brailled. The marking pieces were of wood and just the size to fit snugly into the squares.

Bowling: A fixed or portable guide rail indicated direction down the alley as well as distance to the foul line. The bowler let his free hand glide lightly along the rail on his approach delivery. A sighted scorer served the essential function of identifying the pins remaining after the first ball. In the centers, the scorer was also the group leader, teacher and computer of competitive averages and team statistics.

Gymnastics: Blindness was often associated with other physical conditions for which medically prescribed or recommended limitations were made, e.g., members with high myopia were restricted relative to jumping, vigorous bending, excessive vibration.

Table Games: Playing cards, anagrams, scrabble and language games were brailled. In checkers and chess the pieces were changed in shape to identify the opponent, i.e., in checkers one side was round, the opponent was square and the piece was turned over for a king because there was a depression in the center. In chess, one piece had a smooth top, the other a pointed rough top. The playing boards for checkers and chess were sectioned in depressed squares and/or holed for pegged pieces. The domino pips were raised, which was the adaptation used for games utilizing dice.

Non-adaptive but significant factors regarding table games were:

Bingo: The Guild program which seemed to be moving in the direction of highly specialized psycho-therapeutically directed objectives was planfully de-emphasizing bingo as a mass activity despite its popularity, especially among older members. Bingo was being relegated to an occasional activity within small club groups. It was felt that the activity did not sufficiently contribute to the attainment of program goals.

Bowling: In terms of numbers of members who participated, and the administrative resources expended, bowling was characterized as a major activity at the I.H.B. Club, the two Lighthouse Centers, and the Guild. Even in the I.H.B. Center, where almost all the members were over sixty years of age, arrangements were made for some of them to bowl monthly. The Lighthouse Manhattan Center, the Lighthouse Queens Center, and the Guild possessed their own bowling facilities, i.e., each had two regulation alleys. The I.H.B. Club regularly used alleys in a nearby Knights of Columbus building. Several hundred center members bowled at least once weekly. There were three formally organized leagues affiliated with a national organization, the American Blind Bowlers Association which conducted an annual tournament in

a different city. More than six hundred blind bowlers competed in 1960 when the event was held in New York City.

The phenomenal growth of bowling among the blind was related to the parallel increase in bowling participation in the general population. In this sense, bowling served as an admirable link with normality. As a large muscle activity, bowling met adult needs for physical movement. The minimum adaptation and skill required, the pervading geniality of the participants, and the amiable rivalry and competitiveness made bowling a significant means for fostering activity within the specialized center, as well as in more integrative outside settings with sighted relatives and friends. Bowlers ranged in age from twenty to over eighty years, and in apparent mental capacity from extremely slow to exceedingly bright.

Pool: No adaptations were reported for pocket pool. It was noted that some usable vision was required for reasonable participation in this game, even if the member required optimum lighting, and had to practically touch his nose to the objects to be lined up, i.e., the cue ball, the target ball and the pocket.

Roller Skating: The I.H.B. Club reference was to occasional outside trips to commercial roller-rinks where handicapped members skated with accompanying sighted volunteers.

The Lighthouse Manhattan Center did include roller-skating as a regular program activity. Most of the regular skaters were younger adults in the twenty to thirty-four year age category. A high ratio of sighted volunteers was required to promote reasonable movement and safety. When a skater fell, immediate assistance was urgent to prevent members from skating into the fallen individuals. Enthusiastically enjoyed by the younger adults, the activity was obviously hazardous unless carefully controlled. Lighthouse roller skating took place in the auditorium. Floor and skate maintenance were difficult, but skating was fine exercise and gave one the experience of controlled swift and rhythmic movement which enhanced physical tone, improved coordination and balance, and provided the participating members with additional skills and opportunities for links with normal contacts outside the specialized setting.

Table Games: While not absolutely essential, a high proportion of sighted volunteers and/or members with usable vision served to speed up game activity and interest, e.g., dealing cards, arranging boards and markers, turning over dominoes.

Shuffle Board: All the centers except the B.B.S.S. possessed shuffle boards which were used in program. The I.H.B. Club featured the activity because of its feasibility

for deaf-blind adults. Interest was promoted through competitive groupings and awards. A leader or helper with usable vision helped to facilitate game progress, scoring, and interest.

Group Activities

The interpretations and objectives had revealed that while all the centers avowed similar purposes, the methods and practices varied in many respects.³⁴ Except for the Lighthouse centers which were oriented around principles in recreation-education, the other centers were officially committed to social group work methodology and practice. This involved the basic notion that an individual was essentially a social creature who gained his principal values and supports through intra-group experience. The group setting stimulated an interaction through which the individual could risk himself and share common problems and experiences. The learned awareness that problems were shared by others, sometimes referred to as an identity or consciousness of kind, stimulated self-expression and helped to channelize and allay anxiety and guilt. Noting that expressions of feeling and attitude had value for others contributed to one's own

³⁴Supra, pp. 174ff.

self-worth and status. Often such group milieu experiences helped to make a member more aware of his own need for help in certain areas and stimulated his efforts to seek such help.

The good group leader created the necessary atmosphere in which members were encouraged to interact with each other. With the individual primarily a social entity, personality growth and development were best achieved through collective experiences within smaller purposeful groupings.

It was in this sense that the Guild Center program was largely a collection of special interest groups, each theoretically led by a qualified group worker. Unfortunately, qualified group leaders were just not available in sufficient numbers.

At the I.H.B. Club, too, almost every activity was organized on a special interest club basis, viz.: The Bowling Club, The Chorus Group, The Fishing Club, The Theatre Group. However, the form and content of the groups were notably different from those found at the Guild. At the I.H.B. Club, professional recreation staff was at a minimum. The leadership within the clubs was primarily indigenous. The emphasis was on self-direction with advisory supervision available. Such supervision, which was mandatory, seemed largely concerned with regulating the off-premises activities of

the groups, particularly in raising funds. To limit and/or eliminate group fund raising activities, in which the I.H.B. name was invariably used, clubs were budgeted for allowable matching funds up to a total of one thousand dollars per season per club. Attitudinal variation was evident also in the I.H.B. Club seasonal membership fee which made every member a sort of impersonal part of the entire group of two hundred seventy-five members.

In the I.H.B. Day Center, activity groupings depended largely upon the availability of particular volunteers on a particular day, as well as on the discussed wishes of the membership when they came to program. Continuity seemed lacking for those groups not oriented around a specific recreation activity like arts and crafts, sewing, or ceramics which by professional definition were not considered prime media for group interaction. Although most of the I.H.B. Center members were over sixty years of age, a few of the more mobile men also could get themselves to the I.H.B. Club premises, were also members of some of the special interest clubs in this latter evening center, primarily for men.

The Lighthouse program included groups organized primarily for collective interaction programs, and others for recreation-education purposes. There were no qualified social group workers. There were qualified recreation club

leaders. Most of the groups were led by paid staff members assisted by members and/or leaders when necessary. A few special interest groups were self-governing, like those in the I.H.B. Club. However, group activity in the Lighthouse Center programs was characterized more strongly as another program activity, rather than as an indispensable method. Paid leadership and involvement were greater in the Lighthouse Center group activities.

The B.B.S.S. reported "Newspaper" as the only group activity. With a total of fifty-eight members, and a part time staff of only four paid leaders, all of whom were skill teachers, planful group activities were not feasible. Recreation at the B.B.S.S. was seen more as a diagnostic medium for casework follow-up, rather than as a treatment medium.

A review of the data regarding group activities revealed considerable vagueness and ambiguity. While all the directors reiterated their convictions about the general efficacies of groups, pragmatic considerations necessitated many compromises with reality.

Table 9 lists eight specific group activities. The elements which made these similar seemed greater than those which differentiated them. Nevertheless, they tend to give a summary portrait of the existing extent of group activities in the selected centers.

TABLE 9

GROUP ACTIVITIES

Activity	B.B.S.S.	I.H.B.			Lighthouse Queens	Lighthouse Guild
		I.H.B. Club	Day Center	Lighthouse Manhattan		
1. Committees			X	X	X	X
2. Discussions		X	X	X	X	X
3. Friendship		X				X
4. Hobby		X			X	X
5. Newspapers	X					X
6. Self- governing		X	X	X		X
7. Service				X	X	X
8. Special Interest		X	X	X		X

It was notable that there were no encircled markings to indicate significant adaptations.

It was difficult to distinguish between committees and service groups. The Friendship Club at the Lighthouse acted as a welcoming committee for new members and helped to orient them to the program, thus functioning as a service group. Hobby groups could not be clearly separated from special interest clubs. The major I.H.B. Club program activities, e.g., Fishing Club, Bowling Club, Chorus Group, Theatre Group, could be classified as Special Interest, Friendship, or Hobby Groups. The six Lighthouse Manhattan Center self-governing

clubs, viz., The Bowling Club, The College Club, The Light-house Players, The Men's Club, The Transcribers Club, and The Women's Club, could also be referred to as special interest groups.

However defined and classified, the data tended to confirm the emphasis placed upon group activities in the specialized center programs. Noted also were the reality compromises necessitated by the many pragmatic considerations involved in the forming of reasonably compatible and purposeful groups, and the availability of qualified staff to guide and enable the members to develop more effectively as self-determining individuals. A well-known truism in social group work held that a group, per se, was not necessarily a positive thing. Without socially acceptable common purpose, and without knowledgeable leadership, groups could be destructive to the individual and to society.

Language Activities

Language is a cause as well as a result in socialization. Linguistic symbols occur in every phase of human action from the simplest perception to the most profound consummation.³⁵ Many of the intrinsic and extrinsic restrictions

³⁵Hugh Dalziel Duncan, Language and Literature in Society (Chicago: The University of Chicago Press, 1953, p. vii.

of visual handicap might be lessened, and some even contravened through communication experiences. Mental hygiene emphasized the prophylaxis in maintaining active concern with the present. Language, both verbal and nonverbal, served to facilitate contacts and links with reality.

The number of language activities included in the programs ranged from none in the B.B.S.S. to all in the Lighthouse Manhattan Center.

TABLE 10

LANGUAGE ACTIVITIES

	I.H.B.				
	B.B.S.S.	I.H.B. Club	Day Center	Lighthouse Manhattan	Lighthouse Queens Guild
Braille			(X)	(X)	(X)
Debates				X	X
Forums	X	X	X	X	X
Languages				X	X
Lectures		X	X		X
Library	X	X	X		X
Newspaper		X	X		X
Public Speaking				X	X
Reading	X	X	X	X	X
Spelling		X	X	X	
Typing		X	X	X	X
Writing		(X)	(X)		(X)
Phone					
Dialing		X	X	X	
Cane					
Travel		X	X	X	

Many of the activities listed in this category seemed almost too scholastic for inclusion as recreation activities. Yet, they were conducted in most of the center programs. Participant attitudes clearly identified the activities as recreation. These activities not only met recreation needs directly, but also enhanced skills and opportunities for recreation experiences in other areas. For example, braille instruction at the Lighthouse and I.H.B. centers imparted skills which enabled members to more effectively play bingo, cards, scrabble and other table games, and even go on to the level of braille communication.

Debates, forums and lectures were useful as tools to group members and to promote opportunities for interpersonal and intellectual stimulation. Conversational Spanish was taught at the Lighthouse and Guild centers. These members lived in marginal neighborhoods with many Spanish-speaking neighbors.

The Lighthouse and the Guild maintained comprehensive braille libraries which were at the disposal of all clients of the agency. Center members made only limited use of these services because of the relatively low incidence of braille reading ability among older adventitiously blinded individuals. The I.H.B. Club library service was also minimally used.

Only the Lighthouse and Guild centers included "News-papers" in their programs. The activity was not extensive. Small special interest groups or clubs gathered program or membership data for an occasional ink-print mimeographed issue of several pages. The Lighthouse and the I.H.B. published regular agency periodicals which contained sections devoted to recreation content.

Considerable interest in "Public Speaking" was reported in both Lighthouse centers. Members with only partial grade school education seemed to derive great satisfaction from their experiences in these classes.

Except for the B.B.S.S. with its small membership group, all the centers provided comprehensive reading services, i.e., for personal materials like letters and bills, reading of newspapers, periodicals and books, often in conjunction with debates, forums and lectures. Spelling classes also seemed to attract large groups of members at the Lighthouse and I.H.B. Centers. Limited educational background seemed to heighten interest in spelling and other language skill classes. Non-vocational typing for personal use was also an eagerly sought communication skill. The members in the Lighthouse and Guild typing classes wanted to be able to write directly to their sighted relatives and friends. This seemed to be a strong link in their efforts to maintain normal

contacts. In a related way, script writing served a similar function, for those who were recently blinded and wished to continue former writing skills and practices. This meant learning to use various guiding devices like writing boards or folded paper. For those who had not had the opportunity to experience regular script writing, the activity meant the ego-strengthening ability to sign one's name to a check, a letter, or when voting.

Two other activities, phone-dialing and cane-traveling, were included in the Language Activities category because they were so obviously related to language and/or communication. Ordinarily, phone-dialing and cane-traveling would not be considered recreation activities. In the Lighthouse and I.H.B. centers, both activities were utilized directly and indirectly to meet the need for "Cognizance," "Exposition," "Activity"; and indirectly to meet the many recreation needs which relate to sociality and status.

It was significant, and perhaps predictable, that the Lighthouse Manhattan Center, oriented in education-recreation, and serving the largest membership group, would include in its program all the listed language activities.

Music

In this area of activity it was necessary to carefully delineate music as a recreation experience, from music

characterized by formalized teaching methods, regularly tested achievements, and expectations of eventual monetary remuneration for the performances. Music as recreation experience was relatively informal, tending toward group activity and amateur performance. However, mutual exclusiveness was not possible because even when the objective was clearly separable, the learning processes in both recreation and formal music were frequently more similar than different.

While there was no social science data to indicate that persons without sight possessed special talents or abilities in music, all center programs gave prominent attention to music activities. Perhaps French's positive concomitant of blindness, i.e., an increased attentiveness to the data of the remaining senses,³⁶ or Barker's lessened distractability³⁷ accounted in some part for the apparent preferences of blind persons for music activity. In Adjustment to Blindness, Bauman found that subjects in the "better adjusted" Group A, mentioned music as their recreation significantly more often than subjects in the "more poorly adjusted" Group C.³⁸ There was no indication of the form,

³⁶French, op. cit., p. 12.

³⁷Barker, et al., op. cit., p. 273.

³⁸Bauman, op. cit., pp. 113-14.

quality or degree of participation, i.e., whether the individual played an instrument or just listened. The fact that musical participation seldom required violent physical exertion or movement might be particularly appealing to those experiencing the intrinsic and extrinsic restrictions resulting from blindness. The historic and traditional association of the blind with music was expressed through one of the major sociological stereotypes, i.e., the blind musician either as beggar or as genius.

Probably, the truer appraisal was the one developed in professional education in music; i.e., "responsiveness to music is a basic human characteristic."³⁹ Specifically related to the meeting of recreation needs, Leonhard stated:

The outstanding characteristic of music is its expressiveness. All the emotions, moods, aspirations, hopes, and fears of the human race have been expressed in music.

.....
 Music has the power to take a person out of himself, out of the humdrum of day-to-day existence, and to arouse in his heart the most joyous and noblest emotions. Through music, he can recreate for himself, and make part of his experience, the excitement, the despair, the joy, or whatever emotion impelled the composer to write the music or the folk to improvise it. Through music a person can attain the quintessence of beauty, walk the Olympian

³⁹Charles Leonhard, Recreation Through Music (New York: A. S. Barnes and Company, 1952), p. v.

heights of nobility and exultation, or drain the dregs of remorse and anguish. The essence of music is life itself.⁴⁰

The anthropological allegation that music often preceded language in the development of human expression and communication seemed basically sound.

Twelve discrete music activities were delineated. None could be considered as mutually exclusive. For example, guitar teaching was often associated with folk singing, and sometimes utilized in dramatics, entertainments, and at dances; and at times guitar playing served as a special interest factor around which to develop a group.

Table 11 indicates the prevalence of music activity in the selected center programs.

The paucity of musical activity in the B.B.S.S. program could again be correlated with the size of the program. A volunteer regularly conducted a small choral group, but folk singing was dependent upon the occasional availability of a competent volunteer leader.

Regular and wide use was made of the autoharp at both Lighthouse centers. Primarily a chord playing instrument, the autoharp was particularly suited for beginners in music, and good for accompanying singing. Autoharps could be bought for

⁴⁰Ibid., pp. 5-6.

approximately twenty-five dollars. Because it is a chord playing instrument, the guitar and folk song leaders could teach and/or use autoharps in their classes and groups.

TABLE 11

MUSIC ACTIVITIES

Activity	B.B.S.S.	I.H.B. Club	I.H.B. Centers	Lighthouse Manhattan	Lighthouse Queens	Guild
Autoharp				X	X	
Bands		X		X		
Chorus	X	X	X	X	X	X
Community Sing		X	X	X	X	X
Folk Song	X		X	X	X	X
Guitar				X	X	X
Harmonica				X		
Music Appreciation			X	X	X	
Musicales		X		X		X
Recorder		X		X		X
Rhythm			X			X
Ukelele				X		X

The I.H.B. Club and the Lighthouse Manhattan Center planfully arranged for the organization and practice of bands. Both agencies also offered formal lessons for instruments like piano, saxophone, trumpet, clarinet, etc. At the I.H.B. Club, teachers were hired within the recreation center program. Twice weekly, half-hour lessons were available to

members. The Lighthouse centers were served by the Lighthouse Music School, a formal and accredited specialized music school. The bands developed at the I.H.B. Club and the Lighthouse Manhattan Center usually played at most of the center dances.

Harmonica playing and a harmonica band was part of the Lighthouse Manhattan Center program because an enthusiastic capable volunteer leader had introduced the activity.

All the centers reported choral groups functioning on various levels of formal participation. It was not possible to differentiate these groups from less formal folk song groups. At the Lighthouse Manhattan Center and at the I.H.B. Club, special chorus leaders were hired to conduct relatively serious classes featuring harmony and part singing. At the I.H.B. Club, the choral group was organized as a special interest club. Some of the members attended the program to participate only in this activity.

Except for the B.B.S.S., all the centers encouraged community sings. At the Lighthouse centers, these were organized as regularly recurring activities with paid staff leadership. Special consideration was given to the many well-designed, well-written songs, popular during the younger years of the older members. These were the songs written in

the period from about 1910 until World War II. Many members derived great satisfaction from finally learning all the lyrics of songs which they had been humming most of their lives.

The Lighthouse center programs and the Guild program included guitar instruction. These were elementary chord playing, folk song classes. Members derived great satisfaction from quickly learning to play two basic chords in a major key with which chords they could manage old-time favorites like "Clementine," "Down in the Valley," "Everybody Loves a Saturday Night," "He's Got the Whole World in His Hand," "I Ride an Old Paint," "Oh Woman," and many others. The addition of another chord increased the repertoire many times. When evident ability was combined with desire and a willingness to practice regularly, referrals to the accredited Lighthouse Music School could be arranged. Members would then have regular individual lessons for popular or classical guitar playing.

Music appreciation groups were reported as positive and continuing when the leaders were knowledgeable and skilled in interpreting the form and content of the music, and relating these to the composer's life and surroundings.

The I.H.B. Centers and the Guild checked rhythm bands which were enjoyed by some of their older members.

The Guild intended to drop the activity because of its implication of childishness which was annoying to some members and staff.

Relatively extensive data was obtained pertaining to the status of music activities in the selected specialized center programs. In summary, it was evident that not only program size and budget, but also interpretations and objectives influenced the inclusion and nature of music activities.

The B.B.S.S. music activity program was minimal. In the I.H.B. Club, the chief characteristic was the formally organized special interest club. It was the special club that developed the annual musicale in the same manner that the Drama Club produced its shows. The community sings were not recurring discrete activities but rather aspects of party and/or dance programs. In the I.H.B. Day Centers, with a larger proportion of older, more regularly attending members, there was somewhat more continuity in musical activities. However, inability to recruit qualified staff forced reliance on well-meaning but less capable volunteers with resultant haphazard classes and loss of achievement and enjoyment.

The recreation-education based Lighthouse center programs were significantly different in their provisions

for regularly recurring classes and groups conducted principally by paid leaders. The availability of the resources of a formal music school within the parent organization helped in the promotion of musical activities in the recreation centers.

The Recreation Director of the Guild Center explained that the musical activities checked in Table 11 occurred at some time during the season, but that most of them were not organized or structured as recurring groups or classes. A tendency to denigrate recreation activity, per se, in favor of group interpersonal relationships was again noted. The basic requisite qualification for Guild staff was skill in group work. Recreation activity skills were utilized primarily to enhance group interaction. If a staff member had skills at the guitar, recorder, ukelele, singing or piano, these skills were used, more or less, in the service of the objectives of the group which were always focused toward some form of collective interaction.

Nature and Outings

The club and group based programs of the I.H.B. Center and the Guild Center were better designed for planning and conducting outings and trips than the social case work B.B.S.S. program or the recreation-education Lighthouse center programs.

Six different types of off-premises activities were identified for checking purposes. Varying definitions of discrete activities in this category again made mutual exclusiveness impractical and impossible. For example, at the I.H.B. Club a trip to the agency's summer facility was designated as an outing. When an essentially similar trip was made by a group of older members from the I.H.B. Day Centers, the reference was to nature study, so designated perhaps because the older folks spent more of their time in the gardens and on the walks, rather than at the waterfront.

Significantly all the selected centers owned and operated at least one out-of-city facility which was used to augment and supplement the regular center programs. The B.B.S.S. owned and conducted a summer camp on Shelter Island. The I.H.B. utilized its Burwood Home, for older persons at Lloyd Harbor, as a summer and winter resource for trips, outings and vacations. Camp Lighthouse in New Jersey and River Lighthouse in Cornwall-on-Hudson were used for summer vacations by the Lighthouse. The Guild ran a summer day camp program for recreation members on the grounds of its Yorkers Home for older blind individuals.

Lack of mutual exclusiveness and ambiguity of constituent elements notwithstanding, Table 12 gives a composite indication of the approximate extent of nature and outing activity reported in the six programs.

TABLE 12

NATURE AND OUTINGS

Activity	B.B.S.S.	I.H.B.			Lighthouse Queens	Lighthouse Guild
		I.H.B. Club	Day Center	Lighthouse Manhattan		
Camping	X	X	X	X	X	X
Excursions		X	X	X		X
Fishing		X	X			
Hiking			X			X
Nature Study			X			X
Picnics, Trips		X	X	X		X

In response to the question about guiding and fees, it seemed general practice to require that the members meet the cost of transportation. Actually there was no uniformity in practice even within a single center. At the B.B.S.S. there were no charges. Many of the I.H.B. costs were met through club treasuries and supplemented by a matching one thousand dollars per season maximum allowance per club. The Lighthouse sometimes required the members to meet the admission fee, other times to meet transportation costs, and often-times no charges were made. The Guild operated on the basis of the principle that members should pay all costs if they were able to do so. The Guild Center featured a seasonal week-end trip to Washington, D.C. Members going on this trip

were asked to pay a minimum of twenty dollars which represented about one-half the cost of food, hotel and transportation.

All the directors agreed that a high ratio of sighted assistance was desirable on such trips and outings. The Lighthouse Program Director favored small groups of five to ten individuals because larger groups attracted too much attention and focused public attention on clumsiness and groping in movement, which tended to reinforce some of the prevalent misconceptions about blindness in general.

In addition to the off-premise facilities which were owned by the respective agencies, the varied cultural resources of the community were utilized for educational and entertainment trips and outings, viz.: Circle Line boat trip around Manhattan Island, Coliseum shows, Hudson River Day Line excursions, Rockefeller Center, United Nations, Staten Island Ferry ride, television programs, theatre and movies.

Religious Activity

Three areas were distinguished for checking purposes, viz.: Ceremonials and Festivals; Discussions, and Sectarian groups.

The non-sectarian character of the auspices of the agencies was previously established. There seemed to be an

aggressive emphasis on tolerance of religious and racial differences. This may perhaps have been due in part to existent differences among the center members. Location in New York City was probably a factor. Professional emphasis on individuality as indicated in the interpretation and objectives contributed to the wide-spread policy of general integration of member differences. The common intrinsic and extrinsic effects of blindness seemed to serve as a binding medium for greater understanding and acceptance among the center members. Table 13 portrays the extent of religious activity in the centers.

TABLE 13

RELIGIOUS ACTIVITIES

Activities	B.B.S.S.	I.H.B.			
		I.H.B. Club	Day Centers	Lighthouse Manhattan	Lighthouse Queens Guild
Ceremonials, Festivals	X		X	X	X
Discussions	X		X	X	X
Sectarian Groups	X		X	X	X

The consistent markings in Table 13 underscored the efforts within the center programs to utilize religious and racial differences positively and educationally. The I.H.B.

Club membership, consisting largely of mobile, male, working blind individuals, reported no interest in activities in this category. The older members in all the centers were concerned. Interestingly, at the I.H.B. Day Center, special mention was made of a regular memorial ceremony so that members knew they would be remembered.

There were large numbers of non-white and Puerto Rican members in the programs of the Lighthouse centers and the Guild. Planful efforts were made for constructive membership integration. Special note was taken of historic and religious events which emphasized similarities in all men, e.g., the advent of Brotherhood Week was used to direct the content of many literary, music, and group activities into areas concerned with better understanding among people. Such discussions were co-ordinated with visits to the United Nations.

Social Activity

The voluntary friendly climate which generally pervades recreation activities made it difficult to select discrete units of program which were essentially social. Certainly activities in the dance, drama, games, group, language and music classifications contained within them many elements of sociality. In fact, without such elements,

they would be lifeless and unacceptable as recreation activities.

This category included activities which were otherwise not clearly identifiable in relation to some specific skill or skills. In this sense these activities might be thought of more as recreation experiences. Table 14 lists the activities and shows their inclusion in the selected center programs.

TABLE 14

SOCIAL ACTIVITY

Activity	B.B.S.S.	I.H.B.				
		I.H.B. Club	Day Center	Lighthouse Manhattan	Lighthouse Queens	Lighthouse Guild
Banquets, Parties, Celebrations	X	X	X	X	X	X
Lounge		X	X	X	X	X
Television		X	X	(X)	(X)	X
Canteen		X	X			

All the center programs included banquets, parties and celebrations. The sociality, gayety and relatedness between and among members and staff gave these activities considerable priority in program planning. Particular note was made of the role of the volunteers at these gatherings.

Their personal relationship preferences, and the manner in which they assisted in the serving of refreshments was indicative of their attitudes toward the members and the program. For example, it was evidently easier for some volunteers to urge food and refreshments upon a member, than to give him interested attention and relationship as an individual. The giving of something to eat seemed to be a sufficiently adequate expression of goodness and service.

The bracketed markings denoting special adaptations for television referred to the fact that the screens were extra large, and that arrangements were made for the viewer to sit as close as possible without obscuring the view for other members. Minimum use was made of television in program.

The I.H.B. Club program included a manned canteen where members could purchase refreshments, including cans of beer. Soda dispensing machines were found in the other centers.

Aquatics

The Lighthouse Manhattan Center was the only facility with its own swimming pool. Because swimming was such a tension-relieving, refreshing and healthful activity participation was urged and promoted. The members who responded were mostly younger, more active males. They participated

enthusiastically in all six of the delineated aquatic activities, viz.: diving, life-saving, swimming skills, water games, skin diving and scuba. The only special precaution was a concern about particular eye conditions which made diving too hazardous in relation to retinal detachments.

The I.H.B. Day Center reported outdoor bathing and some swimming in conjunction with trips, outings and excursions to their summer facility, Burrwood. The I.H.B. Club offered a swimming class, restricted to five members, at a nearby Y.M.C.A. pool. However, this class met only occasionally, dependent upon the availability of a qualified volunteer and a sufficient number of interested members.

Other Activities

The attitudes of the participants, the atmosphere in the facility, these are the factors which determine how an activity shall be classified. Behavior which results from response to recreation needs inherently includes the ingredient of voluntariness which determines both the recreation attitude and the recreation atmosphere. In this sense, the substantive quality of an activity is a relatively less significant factor in its identity as an activity in adult education, adjustment training, recreation or vocational training. This grouping included a miscellany of program

activities which might also be included in non-recreation categories; but the feeling and spirit of the participants and their participation, precluded any other classification. Table 15 shows somewhat startlingly that the preceding interpretations were primarily a Lighthouse centers' province.

TABLE 15

OTHER ACTIVITIES

Activity	B.B.S.S.	I.H.B.			Lighthouse Queens	Lighthouse Guild
		I.H.B. Club	Day Center	Lighthouse Manhattan		
Beauty Culture				X	X	
First Aid				(X)	(X)	
Home Nursing				(X)	(X)	
Mobility				X	X	
Ham Radio		X			X	
Tape Recording				X		

Beauty culture was a prominent and regularly scheduled series of classes involving not only hair cutting and styling, make-up, skin care, but also good grooming, posture, and weight control in relation to health and appearance. These Lighthouse classes were always full to over-capacity. The enthusiasm and enjoyment of the participants were supplemented by obvious psychological and utilitarian benefits.

Both paid and volunteer workers derived great satisfactions from their direct involvement with improving at least the outer image of these members. Extensive use was made of interested cooperators in the beauty industry, e.g., donations of materials and consultant volunteers.

First aid and home nursing were taught by qualified instructors assigned by local American Red Cross Chapters. These Lighthouse classes were also filled to capacity, indicating the deep interest and concern of the members for themselves and others.

Mobility in this section was considered on a different basis from cane travel which was included in the Language Activities category. With such large groups in attendance at the Lighthouse centers, it was imperative that some planful procedures be developed to encourage more efficient indoor movement between rooms and floors of the center. The positive factors in utilizing indigenous assistance were recognized and implemented through the establishment of welcoming and orientation membership committees. Individual mobility assistance was given by paid staff members to members with special difficulties in intra-center travel. The use of the cane indoors was discouraged because it was found to present a tripping hazard to other members. However, some

members seemed to derive security from having the cane in their hands.

Ham radio operation being finally a communications activity might have been included in the "Language Activities" category. However, sending and/or receiving messages was preceded by an extended period of learning about radio, and the construction by each member of a basic receiving set and finally licensing. The Ham Radio Club at the I.H.B. Club was operated on an advanced technical level. The members had their own extensively equipped room, and they could send as well as receive messages. They were immensely proud of their registered call letters. The ham radio class at the Lighthouse Queens Center was only in its second season of operation. It was led by an enthusiastic qualified volunteer who initiated, promoted and developed the class. The leader provided most of the equipment, some of which was on loan from the school where he worked. Several of the members had already obtained their primary licenses to operate ham sets.

Tape recording was listed as an activity only in the Lighthouse Manhattan Center. It had been suggested because tapes were persistently tending to supplant embossed type, i.e., braille, as a preferred method of reading, especially by younger adults who were going to college. Members of the tape club provided their own tapes and brought in their own

recorders to supplement the three types provided by the Center. The Tape Club offered to serve other program activities by recording special events, recording parts for members in drama groups, and teaching other members how to make the best use of tape recorders. They also produced dance tapes for use in program dance classes. There was also talk about communicating with other Tape Clubs if such clubs existed.

Food Service

Food and refreshments were significant ingredients of all the selected center programs. There was general recognition of the positive and negative aspects of providing something to eat.

The positive considerations included the following: for many economically marginal members the meal represented a significant monetary saving, a needed nutritional supplement, and a welcomed respite from the demanding chores involved in meal procurement; for many economically adequate members, going out to a restaurant for meals engendered too many anxieties and tensions; for most members, having meals with one's associates, in the recreation setting, seemed to promote relaxation and satisfying relationships. Nowhere else did there seem to be the friendliness and conviviality.

The negative considerations involved the notion of giving the "unfortunates" "bread and circuses"; the ubiquitous individual, motivated by pity and fear, who needed to give enthusiastically tangible evidence of his goodness, and in the process degraded the member to greater dependence and inadequacy. The giving and receiving of personal interest and warmth has often been equated with the giving and receiving of food and refreshments. Finally, the cost of the food service was considerable even when the members were charged some part of that cost.

Generally, meal serving data revealed inconsistencies in practice within and among the centers. Comparative practices are indicated in Table 16.

The B.B.S.S. offered no food service. The recreation programs were of two or three hour duration. When members occasionally remained from the afternoon program arrangements were made for taking the member to a nearby restaurant.

The I.H.B. Club provided dinner from 6:00 P.M. to 8:00 P.M. at a cost of sixty cents to members and staff. Dinner included juice, choice of one or two main dishes, dessert and beverage. Center facilities included a kitchen and dining-room. Food purchase, preparation and service were part of the total agency Food Service Department. Costs of food service in recreation were not directly included in the

recreation budget. Approximately twenty meals were served per evening.

TABLE 16
CENTER FOOD SERVING PRACTICES

		I.H.B.				
		I.H.B.	Day	Lighthouse	Lighthouse	
	B.B.S.S.	Club	Centers	Manhattan	Queens	Guild
Prepared on Premises	No	Yes	Yes	Yes	Yes	Yes
Meal Time	None	6 PM-8 PM	Noon-1 PM	5 PM-7 PM	5 PM-6 PM	6 PM-7 PM
Fee (Members)	None	60¢	25¢	None	None	35¢
Fee (Staff)	None	60¢	25¢	None	None	50¢
Cost in Recreation Budget	None	No	Yes	No	Yes	No.
Administered by Recreation Staff	None	No	Yes	No	No	No

The I.H.B. Day Centers provided a luncheon which was served to members and staff from 12:00 Noon to 1:00 P.M., at a cost of twenty-five cents. The meal included soup, a sandwich, dessert, and beverage. One kitchen worker was employed to prepare the food, which was served by volunteers. Although

the administration of food service, including purchase and preparation of food, was again under the direction of the I.H.B. Food Service Department, the cost of providing food within the Day Centers' program was included within the regular Day Centers' budget. The recreation director could give no substantive reason for this difference in the book-keeping allocations of food service costs within the different I.H.B. recreation units.

The Lighthouse Manhattan Center provided dinner for approximately one hundred thirty members and staff from 5:00 P.M. to 7:00 P.M. There was no charge, in line with general agency policy that all services were free. The large kitchen was manned by a food service manager, two cooks and a dishwasher. The meals were served by volunteer high school students, in a large dining-room accommodating one hundred twenty-five persons. Administration of food service was the responsibility of a separate Restaurant Division, although the recreation director had consultive and advisory responsibilities, and arranged for the volunteer servers. Restaurant costs were not included in the recreation center budget.

The Lighthouse Queens Center provided dinners for approximately sixty persons per evening, from 5:00 to 6:00 P.M. There was no charge for meals which were prepared in

the kitchen of the adjacent Lighthouse Residence Hotel for Women. Meals were served by high school volunteers in the recreation dining-room which accommodated sixty individuals. The cost of food, its purchase and preparation, was included in the center recreation budget. The explanation was based on the need to keep an accurate accounting of the cost of operating the Residence Hotel for Women. Dinners at the Lighthouse centers consisted of a main dish, dessert and beverage.

The Guild food service operation was similar to the Lighthouse Manhattan Center operation, except that there was a charge for meals of thirty-five cents for members able to pay and fifty cents for staff and volunteers. Administrative responsibilities and costs were lodged in a separate department with the Director of Group Work and Recreation acting as consultant and advisor. Approximately one hundred to one hundred fifty meals were served on recreation evenings from 6:00 P.M. to 7:00 P.M.

The kitchen and dining-rooms were at the disposal of the recreation centers for use for parties, banquets, and other special events requiring such facilities.

Leadership

In the professional recreation and/or education literature, in the agency-written materials, and in the expressed opinions of the specialized center administrators, there was unanimous concurrence that effective leadership was the all-important essential in the operation of the recreation programs. Except for the top executive positions, there was significant qualitative and/or quantitative personnel disparity. Limited staff availability and budget were given as influencing factors. Nonetheless, serious question could be raised about the relationship of lofty expressions of philosophy and objectives and their effective implementation without adequate personnel.

The comprehensive interview-schedule was perforce concerned more with the quantitative statuses of center staffs. Three generally recognized professional levels of function and responsibility were considered, i.e., leader, supervisor, and administrator. Two necessary supporting staff classifications were also listed, viz., clerk and maintenance staff.

Table 17 shows the distribution of paid full-time and part-time staff. It was not possible to discern any significant relationship between number of members served and size of staff. Basic program orientation, the quantity

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TABLE 17

NUMBER OF PAID WORKERS--1960

Position	B.B.S.S.		I.H.B. Club		I.H.B. Day Centers		Lighthouse Manhattan		Lighthouse Queens		Guild	
	Full Part Time	Part Time	Full Part Time	Part Time	Full Part Time	Part Time	Full Part Time	Part Time	Full Part Time	Part Time	Full Part Time	Part Time
Leader	0	4	2	3	3	0	4	13	3	6	3	15
Supervisor	0	0	0	0	1	0	3	0	0	0	4	0
Administrator	1	0	1	0	1	0	1	0	1	0	1	0
Clerk	0	1	0	0	1	0	3	0	1	0	2	0
Maintenance	0	1	1	0	1	0	1	1	0	2	0	1
Total	1	6	4	3	7	0	12	14	5	8	10	16
Total Paid	7		7		7		26		13		26	

and extent of mass activities, and the frequency of individual member attendances were among the more influencing variables which rendered meaningless any conclusions regarding member-staff ratio. For example, the B.B.S.S. with a membership of 58 individuals utilized 7 paid workers. The two I.H.B. centers, with memberships of 275 individuals and 204 individuals, respectively, also utilized 7 paid workers in each of the centers. Similarly, the Lighthouse Manhattan Center with an active membership registration of 1,116, reported 26 paid workers. The Guild, with an active membership registration of 586, or approximately one-half that of the Lighthouse Manhattan Center, also reported 26 paid workers.

Each specialized center had a full-time administrator who was a qualified professional recreation and/or group worker. Heavy reliance on part-time or session workers was indicated by the fact that out of a total of 87 paid workers, only 39, or 44.8 per cent were considered full-time employees. On the leader level, where the most direct and influencing contact with members occurred, only 15, or 26.8 per cent, of 56 leaders were employed full time.

Agency designation as full or part time was based upon the number of weekly hours employed, and ranged from a minimum of 19 hours at the Lighthouse to a minimum of 30

hours at the I.H.B. The apparent wide divergence in member-staff ratio was found to be greatly influenced by these variations in employee work designation. At the B.B.S.S., a part-time arts and crafts leader was employed for one weekly three-hour session. The same arts and crafts leader was employed at the Lighthouse Manhattan Center three days per week, six hours per day. The worker was listed as one part-time leader at the B.B.S.S. She was also shown as one part-time leader at the Lighthouse Manhattan Center, although her work at the latter center was six times greater in time, and she worked with many more Lighthouse members.

Supplementary data gathered through program observations and discussions with center staff members suggested that the optimum size of most classes and groups range from ten to fifteen members. Factors like activity content, member capacity and skills, facility and equipment, and most important, carefully selected and trained volunteer assistants, determined the size of classes and groups within which activity and experience could be directed to meet the needs of the members and the objectives of the center.

There was a reluctance to give specific data regarding remuneration for paid staff. All the recreation directors emphasized the difficulty of recruiting and holding staff.

The relatively meager salary data were not sufficient for comparative graphic presentation.

The B.B.S.S. recreation director was vague about her salary. She indicated it was approximately \$7,000 per annum. The part-time leaders were skilled teachers in arts and crafts, music and dance. They were paid from \$2.00 to \$5.00 per hour, dependent upon skill, bargaining, and the recreation budget. Necessary clerical and maintenance assistance was provided by personnel which were primarily part of the total agency multi-welfare-rehabilitation services.

The I.H.B. recreation director also reported staff remuneration in approximate amounts. The administrative salary range was from about \$4,680.00 to \$7,540.00 per year. Leaders were primarily skill workers despite the fact that the agency was officially committed to social work as the principal methodology. Full-time leaders' annual salary range was reported as from about \$4,160.00 to \$5,460.00. Part-time leaders earned from \$3.00 to \$3.50 per hour. A full-time switchboard operator-clerk, and a maintenance man were provided by the parent agency through another department budget. The same salaries obtained for the personnel in the I.H.B. Day Centers.

The Lighthouse Centers operated within over-all agency job classification groups with increments based on

continuous and satisfactory performance. The recreation director's annual salary range was from \$5,460.00 to \$9,100.00. Supervisor's pay was from \$3,640.00 to \$7,176.00; and leaders were paid from \$3,640.00 to \$5,200.00. The leaders and supervisor were generally skill workers with teacher training and experience. Part-time skill workers were paid from \$2.00 to \$4.00 per hour. The salary range for clerks was from \$3,120.00 to \$5,460.00. The full-time and part-time maintenance helpers were a charge upon the Lighthouse Maintenance Division.

The Guild reported the highest salaries for professional staff. The administrator's annual salary ranged from \$7,500.00 to \$12,000.00. Supervisors received from \$5,410.00 to \$7,230.00, and leaders from \$5,000.00 to \$6,305.00. Part-time salaries to leaders began at \$2.50 per hour, although most part-time skill workers were paid \$15 for a four-hour work session. Clerical salary ranges were similar to those at the Lighthouse centers, about \$3,000.00 to \$5,000.00. Maintenance was a charge upon the budget for maintaining the entire agency building. This latter practice was common to all the selected recreation centers.

Compared to average recreation salaries reported by National Recreation Association, the preceding specialized center salaries were low. Even at the Guild, social group

workers' salaries were below the minimum recommended by the National Association of Social Workers. This seemed to be a predominant reason for difficulty in recruiting and keeping adequate staff, and accounted for the considerable movement of qualified leaders and supervisors out of the specialized field. Paid staff limitations made reliance on volunteer workers essential.

Volunteers

The data regarding membership-staff ratio was more explicable when the adjunct role of the volunteer worker was determined. Volunteers directly affected the scope and quality of the programs, i.e., recreation activities and experiences, and numbers served. Recognition of the importance of the unpaid worker was evidenced by the publication of special agency and recreation center pamphlets and informationals for and about volunteers.

There was general recognition that voluntary service was a fundamental characteristic of American social democracy, and that such service was an important channel for the positive expression of citizen responsibility.⁴¹ Historically,

⁴¹Early documentation of this dominant national characteristic will be found in Alexis De Tocqueville, Democracy in America, I (Cambridge, Mass.: Sever and Francis, 1863), 242.

developmentally, legally and professionally, the selected agencies and their subsidiary specialized recreation centers were an expression of voluntary community interest and concern. A B.B.S.S. pamphlet quoted Edward C. Lindeman, teacher, social scientist and philosopher, who stated that the volunteer continues faithfully to make his contribution of time, devotion and money not because of any legal compulsion, but because of "obedience to the unenforceable."⁴² A similar notion was expressed in an article titled, "The Volunteer in our Society," e.g.:

One does not need to have a romantically heightened view of giving oneself away, but only to remember that the contribution made by individuals and groups voluntarily is the real foundation of democratic society, and that it is one of the ways in which, in spite of mechanization and automation we remain human.⁴³

There was general agreement that a good volunteer was an individual who willingly gave his time, effort and abilities to help do a job which he felt needed to be done. The I.H.B. volunteer pamphlet expressed it thus: "Generally speaking a volunteer is a person in the community who is

⁴²Brooklyn Bureau of Social Service and Children's Aid Society, "Teamwork for Community Service," 92nd Annual Report, June 30, 1958.

⁴³The Royal Bank of Canada, "The Volunteer in Our Society," The Royal Bank of Canada Monthly Letter, Vol. XLIII, No. 8, August, 1962.

interested in giving of himself to a particular cause, without thought of remuneration or other financial gain."⁴⁴

All the recreation directors agreed that volunteers should not supplant necessary professional personnel. Nevertheless, impressionistic data as well as some definitive documentation indicated that resort to volunteers was often a pragmatic solution to the problem of limited funds and/or unavailability of qualified personnel. Avowed interpretations and objectives, the scope and comprehensiveness of program content, and the proportionately large number of members served in relation to paid staff size, made the preceding conclusion tenable. Further confirmation of the tendency to utilize unpaid staff in place of paid staff was deduced from data gleaned about the I.H.B. Club and the I.H.B. Day Centers. On the interview schedule, the I.H.B. recreation director reported that they had no regularly assigned volunteer workers. Conversationally, the director intimated that program activities were quite dependent upon volunteers, whenever and wherever such assistance became available. The I.H.B. Volunteer Manual confirmed this variant use in the I.H.B. Day Centers, e.g., "specific tasks

⁴⁴The Industrial Home for the Blind, The I.H.B. Volunteer Manual, Brooklyn, N.Y. (1960), p. 17.

are not assigned until the volunteer arrives on the premises on a particular day."⁴⁵ Additional indication of this policy was noted in the documented qualifications for I.H.B. Club evening volunteers, i.e., "emotional maturity, interest in adults, and willingness to assume a variety of duties, depending upon the needs at any moment."⁴⁶ Nevertheless, direct observation of program activities, especially the evening groups in the I.H.B. Club, indicated that many volunteers had regular and continuing assignments, viz., in the Chorus and in the Drama Club.

In all the centers, volunteers served as a significant adjunct to paid staff. Table 18 shows that even despite the I.H.B. recreation director's reluctance to record any regularly assigned volunteers, there were 127 unpaid workers and only 87 paid workers for the total of 214 staff members. Thus, volunteers represented at least 59.3 per cent of total personnel. It was abundantly clear that without volunteers, all the center programs would be drastically curtailed and/or altered.

⁴⁵Ibid., p. 23.

⁴⁶Ibid., p. 24. (Italics added.)

TABLE 18

PAID AND VOLUNTEER CENTER STAFF

Center	Paid Staff	Volunteers	Total Staff	Percentage Volunteer
B.B.S.S.	7	3	10	30.0
I.H.B. Club	7	0	7	0.0
I.H.B. Day Centers	7	0	7	0.0
Lighthouse Manhattan	26	56	82	68.3
Lighthouse Queens	14	8	22	36.3
Guild	26	60	86	69.9
Total	87	127	214	59.3

Additional descriptive data established qualitative specifics relative to the program usefulness of volunteers as follows: (1) they served as leaders who taught various skills and imparted knowledge, or as assistant leaders who prepared materials, equipment, refreshments, or acted as readers, guides, and in many other miscellaneous ways performed clerical, maintenance and supportive tasks; (2) for the members, they served as integration links with the sighted community realistically expressing interest, concern and helpfulness, while promoting interpersonal activity; (3) conversely, they served as knowledgeable program

emissaries who informed the community about blindness, blind individuals and center activities, thereby enhancing community interest and effort in support of the center; (4) they served as enthusiastic purveyors of new materials, equipment and ideas which tended to expand the scope and effectiveness of the programs.

The apparent significance of the volunteer in the center programs had suggested the inclusion in the interview-schedule of six specific questions relative to their status. The data about recruitment were easily combined. Except for the B.B.S.S., the centers utilized the parent agency volunteer procurement service. In addition, the recreation centers had devised their own methods and procedures for recruiting and processing recreation volunteers. The B.B.S.S. recreation program relied almost exclusively on college field work students that they recruited directly.

Generally, volunteer recruitment was a function of the agency's and/or the recreation center's public image, which in turn was dependent upon factors like auspices, quality and quantity of active volunteers, fund raising efforts, public education about the program, and publicity about activities and achievements. The preceding factors initiated many direct personal offers of service. Complementally, the agencies and/or recreation centers actively

sought volunteers through contacts with community organizations, e.g., service clubs, religious groups, schools and sometimes through requests via mass communication media. Undergraduate and graduate, education and social science students were recruited through local colleges and universities. Regular and specialized high schools were good sources for younger volunteers who assisted in serving, guiding and reading roles. Volunteers begot their relatives or friends as volunteers, and sometimes a volunteer came through a blind member. Limited use was made of an existent central community-wide volunteer organization. Apparently, most individuals tended to be parochial in their choice of setting in which to volunteer themselves.

All the recreation directors deplored the fact that reality needs often led to rationalizations about accepting and/or retaining volunteers who were either minimally effective in carrying out their assignments, or whose apparent personal needs, and attitudes toward blindness, perpetuated and strengthened the negative blindness stereotypes. When such volunteers were incidentally related to the organizational power structure, i.e., fund raising, volunteer training and supervision were made extremely difficult. The suggestion that "in cases where the volunteer finds, after a trial period, that he cannot continue, we make it possible

to terminate the relationship with the agency in a graceful and dignified way⁴⁷ was much easier to document than to accomplish. Sometimes such well-intentioned workers could be directed into volunteer service for the center in which there was little or no direct contact with the members.

The consensus of opinion was that the development of good volunteers began at the point of recruitment. Many persons had little understanding of why they were volunteering. Frequently they were upset by questions which seemed to cast doubt on the genuineness or worthiness of their motivations. Nevertheless it was essential that in the initial interview, personal data be obtained on the basis of which some judgments could be made about the prospective volunteer's attitudes toward differences in people, i.e., differences in physique, creed, race, national origin, education, socio-economic status, individual idiosyncrasy and above all, their feelings about human dependency resulting from visual deprivation. Important also, was the assessment of personal friendliness and warmth and the ability of the potential volunteer to understand and accept the center's

⁴⁷Robert Shapiro and Saul Shiera, "Effective Use of Volunteers in Group Work and Recreation Programs," The New Outlook for the Blind, LIII, No. 10 (December, 1959), 364.

interpretations and objectives. Of course, specific usable activity skills were valuable, but unless the volunteer was also able to make a contribution to the necessary rehabilitative climate within the center, compromising rationalizations inevitably and regrettably impaired achievement of fundamental objectives.

An extreme expression of concern and caution was found in Carroll's book on blindness in which volunteers were urged to merely supply eyes. A formal pledge of restricted activity was recommended. The essential elements of the suggested commitment follow:

I pledge myself to be the eyes of the blind. I will try with all that lies within me to be free of false feelings about blindness--feelings that blind persons are strange or different--feelings that they have a sixth sense or miraculous compensation--feelings that they are geniuses or that, on the other hand, they have warped or twisted personalities.

I will attempt to realize completely what I am now beginning to recognize, that there is no common personality pattern among blind persons. And I will try always to see each individual blind person with whom I come in contact as an individual human person with an individual human personality.

.
And my actual relationship to the person to whom I am assigned will be the relationship which is assigned to me. . . . I will refrain from any attempt to influence the life or actions of the person who is blind--I will not try to be mother or father or sister or brother to the person who is blind. I will not allow myself to be financial benefactor to him. Nor will I

own or possess him. I will not make him dependent on me--nor myself dependent on him.⁴⁸

Such uncompromising mechanization and dehumanization of a dominant characteristic of American altruism was realistically impracticable and questionable. The significant and positive aspects of volunteering could be destroyed by such confined and restricted controls. Interrelationships between sighted volunteers and blind members would be minimized and the isolation of members would be increased. Screening out undesirable volunteers need not be predicated on such unrealistic imperatives.

Selective recruitment, training, supervision, and evaluation were interrelated aspects of a continuous process of growth, development and achievement for the volunteers, as well as for the paid staff members. Training began with the initial interview. After becoming familiar with the center's interpretations, objectives, auspices and program, the volunteer should have a written description and/or outline of specific duties and responsibilities. Time requirements in activities with members, in workshops with staff, in individual and group conferences with supervisors, should be explicit, planful and purposeful. Regularity and punctuality of attendance should be noted and expected, except

⁴⁸Carroll, op. cit., pp. 357-58.

of course, for the acceptable occasional volunteer. It was expected that such selective screening, substantive training and required responsibility and cooperation would result in fewer available unpaid helpers. There was, however, little doubt that basic program objectives and membership needs were best served by the volunteers who met the criteria designed to select and develop them to be staff colleagues.

It was recommended that direct supervision of the volunteer should be the assigned responsibility of the leader of the activity, even when the latter might also have volunteer status. Regular staff conferences should include volunteer staff. Individual and group conference materials should supplement training content. Specific subject areas should be concerned with how to recognize and get the over-dependent members to move in the direction of helping themselves, how to encourage the insecure to risk themselves in mobility and to attempt new things, how to impart patience to the individual who cannot wait, humor to the irascible, and social awareness to the isolated. It was common experience that often the volunteer, representing a special quality of community and personal interest, could develop a more positive and enabling relationship with the member than the professional worker.

In the smaller centers, direct supervision of volunteer workers was done by the recreation directors. At the larger centers like the Lighthouse Manhattan Center and the Guild, more planful classifications were necessary. Recognition of the necessity and usefulness of the unpaid worker at the Guild was leading them to a consideration of assigning a full-time paid recreation volunteer supervisor who would be responsible for recruitment, selection, training, assignments, supervision and control, and evaluation. A center publication devoted to volunteers was also planned.

Consonant with the thesis of the study, i.e., to meet basic adult needs, people volunteered for many reasons, conscious and unconscious. Satisfactions were therefore likely to be more in the realm of the intangibles founded in one's own growth and development and knowledge of helping fellow human beings. Nevertheless, satisfactions and rewards were enhanced by planful recognition of special accomplishment and/or time served. Most effective recognition was achieved by simple sincere praise for special effort and/or achievement. Attendance at and participations in regular staff meetings and staff functions, as well as special events for volunteers served recognition purposes. Tangible awards included certificates and at the

Lighthouse Manhattan Center sterling silver Lighthouse pins were formally given for five years of service.

Administration

In the broadest sense, administration refers to the integration of available resources, inanimate and animate, conceptual and concrete, so that there will result the most effective operation and achievement of the objectives of an enterprise. In relation to recreation, Meyer and Brightbill stated that ". . . recreation administration is the act of planning, organizing, managing, and directing organized recreation."⁴⁹ In a general sense therefore, every staff member administered to some extent, and every category in the study of current status contained administrative elements.

Eleven specific program areas with relatively more managerial and supervisory components were delineated for study within this category, viz.:

1. Program Operation Time
2. Daily Program Time and Attendance
3. Frequency of Individual Attendance
4. Program Planning
5. Finances

⁴⁹Meyer and Brightbill, op. cit., p. 25.

6. Transportation
7. Records and Written Materials
8. Maintenance and Housekeeping
9. Safety
10. Facilities
11. Out of Door Facilities

Program Operation Time

The first area explored was seasonal and daily program activity time. Except for the two I.H.B. centers which had full year activity programs, the specialized centers were opened from some time in late September until some time in late May or early June. Administrators, supervisors and leaders reported for work three to four weeks before activities began for preparations, and remained on staff from two to five weeks after member activities ceased. This latter time was used for final evaluations, recordings, clean-up, inventories and recommendations.

Table 19 indicates the number of membership activity weeks as well as the average number of staff weeks for each of the specialized centers.

Again, except for the I.H.B. Centers, the member-weeks of operation were similar, with three centers, B.B.S.S., Lighthouse Manhattan, and the Guild having identical thirty-five week member seasons. The disparity in staff-weeks among

the centers was not as great as indicated by the quantitative data. Both the B.B.S.S. recreation director and the Lighthouse Manhattan Center recreation director served also as camp directors of resident summer camps operated by the agencies as adjuncts to the recreation programs. Many of the Guild recreation staff members were occupied with a summer day camp program for their adult members conducted within the facilities and grounds of the agency's Yonkers Home for aged blind persons. The Lighthouse Queens Center recreation director, with the shortest period for preparation and closing, had the summer off. The I.H.B. programs were practically on-going for twelve months with time off for staff vacations only.

TABLE 19

ANNUAL MEMBER AND STAFF ACTIVITY WEEKS

Center	B.B.S.S.	I.H.B.			Lighthouse Queens	Lighthouse Guild
		I.H.B. Club	I.H.B. Day Centers	Lighthouse Manhattan		
Member- weeks	35	47	47	35	39	35
Staff- weeks	42	52	52	41	43	52

It was the unanimous opinion of the recreation directors that on the basis of the needs of the members, and in

relation to the objectives of the centers, the programs should be continued on an annual fifty-two week basis. The compromise was necessary for reality administrative reasons, which were specified as limited budgets, unavailability of staff, and the need for time and opportunity for necessary facilities and equipment checking and rehabilitation. An ameliorating factor for many of the center members was their attendance at one or more of the specialized summer camps run by the agencies for the blind.

Daily Program Time and Attendance, and
Frequency of Individual Attendance

The next area of administrative exploration concerned membership program time, i.e., daily program time, as well as frequency of weekly attendance. Here, too, the data showed that budget and statistical considerations were more controlling than member needs. Except for the I.H.B. program, most members were restricted to one attendance per week. Exceptions were allowable upon recommendation from the social service units of the parent agencies--but few exceptions were noted. The I.H.B. Club members traveled by themselves, and usually came after dinner. They could come in as often as they wished, from Monday through Saturday. The I.H.B. Day Center members were brought in two days a week, either Tuesday

and Thursday, or Wednesday and Friday. Table 20 shows daily center time schedules for membership attendance.

TABLE 20
DAILY PROGRAM TIME SCHEDULES

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
B.B.S.S.		6:00- 9:30	1:00- 4:00	1:00- 4:00		
I.H.B.Club	7:00- 11:00	4:00- 11:00	4:00- 11:00	4:00- 11:00	4:00- 11:00	4:00- 11:30
I.H.B.Day Centers		9:00- 2:30	9:00- 2:30	9:00- 2:30	9:00- 2:30	9:00- 2:30
Lighthouse Manhattan	2:00- 9:00	2:00- 9:00	2:00- 9:00	2:00- 9:00	6:00- 11:00	
Lighthouse Queens	2:00- 9:00	5:30- 10:30	2:00- 9:00	5:30- 10:30	9:30- 4:00	
Guild	1:00- 10:00		1:00- 10:00	1:00- 10:00		

There was no discernible relationship among the centers with regard to their daily time or weekly day membership activity operation. The B.B.S.S. program had a weekly schedule totaling nine and one-half hours. The Guild program was opened only three days a week. Only the I.H.B. and the Lighthouse centers were opened four or more days weekly.

There was divided opinion regarding daily program time. The I.H.B. Day Center favored the "day program," and

the Lighthouse and Guild centers preferred the afternoon-evening sessions. Both sides acknowledged the predominantly older status of the membership. The I.H.B. director held to the notion, advocated in many senior citizen circles, that the prime time for leisure activities was during the former working hours. In the evening, members wished to be home with their families. The Lighthouse and Guild directors reported that most of their members expressly preferred the afternoon-evening session. Data already adduced seemed to substantiate the latter position; viz., many of the members lived alone; the intrinsic and extrinsic effects of blindness made the once-a-week away from home, whatever its status, a welcome respite for the member, and for his family; many of the members preferred the afternoon-evening session because it seemed to them to be a full day of change away from home. Empirical confirmation of afternoon-evening session preference was suggested by the experience of the Lighthouse Queens Center which resulted from a recent expansion of their recreation program. The additional day, Friday, with program hours from 9:30 A.M. to 4:00 P.M. was designed to accommodate those members for whom the day program hours would be the preferable time. There were only a few reluctant transfers. Most of the members attending the program were new referrals, and there had been requests from them for transfer to one of

the afternoon-evening sessions. It was admitted by all the directors that reality traffic problems in New York City made adherence to any rigid time schedule very difficult. The I.H.B. director agreed that his 9:00 A.M. program seldom began on time. Even the afternoon cars were sometimes unavoidably delayed.

Program Planning

Two questions were considered relative to program planning. The first question concerned the involvement, i.e., on a gross ranking basis of high, medium, low, and none, of staff, members and others, the latter referred to outside consultation and advice. There was little board involvement in center program planning. It seemed that since the centers were instruments through which another of the multiple services of the agency was given, the administrative distance was too great for active involvement of board members. The Guild reported that the Director of Group Work and Recreation occasionally met with a board committee. There was an advisory Lighthouse Recreation Committee on which several board members served, but the essential function of this committee was to report recreation program developments to one of the principal fund raising committees in order to retain and encourage their efforts.

Program planning was consistently a major task for staff. The group work oriented Guild reported medium program planning for members. The other centers indicated low program planning involvement for members. Only the Lighthouse centers and the Guild showed any outside program planning contacts. The Lighthouse Recreation Director was connected with New York University-School of Education-Department of Physical Education, Health and Recreation, and occasionally consulted faculty relative to program planning. The Guild Director of Group Work and Recreation was connected with Columbia University-New York School of Social Work. A group work field unit was part of the center program. Table 21 indicates how the centers reported their program planning participation.

TABLE 21

RELATIVE DEGREE OF PROGRAM PLANNING PARTICIPATION

		I.H.B.	I.H.B.	I.H.B.	I.H.B.	
	B.B.S.S.	Club	Day Center	Lighthouse Manhattan	Lighthouse Queens	Guild
Board	None	None	None	None	None	Low
Staff	High	High	High	High	High	High
Members	Low	Low	Low	Low	Low	Medium
Others	None	None	None	Low	Low	Low

The recreation directors emphasize their awareness of the importance of having the members play a more prominent role in program planning. The marginal cultural and socio-economic backgrounds of the majority, the restrictive effects of visual deprivation, the inherent self-screening factor which meant that the members were individuals who needed specialized services, the predominance of older individuals with relatively little experience in recreation or group activities, all these were factors which limited membership involvement in program planning.

An interesting and significant development in membership planning involvement was reported at the Guild where there was purposeful emphasis on the organization and functioning of a center membership council. The indigenous leaders of the council apparently saw themselves as professional blind individuals charged with responsibility for protecting the membership, i.e., getting as much as possible for them in temporal and material benefits. These leaders actively opposed direct center efforts which might lead to integration of members into local neighborhood non-specialized recreation centers, one of the basic Guild program objectives. When the issue was joined, administrative staff action became imperative with resultant ill feeling all-around.

The second question in program planning pertained to the procedure for developing a program for each member. Four of the centers, B.B.S.S., the two Lighthouse centers and the Guild reported that each member had the privilege of an individual interview with a supervisory staff member who explored with him the activities available and advisable in relation to the member's background, abilities, interests, and apparent readiness for participation in specific recreation activities. There was a somewhat different procedure in the I.H.B. program. It was difficult to discern any formal process for programing new members. It seemed that after a new member joined the I.H.B. Club, he spent some time getting acquainted with other members and with the general open activities. He could continue to do this without joining the more structured clubs, like the Chorus, Drama Club, Ham Radio Club, or the Fishing Club. However, once committed to one of these clubs he was expected to continue for at least a season. In the I.H.B. Day Centers where the day session group, consisting of from thirty-five to forty men and women, met from 9:00 A.M. to 2:30 P.M. with an hour for lunch at 12:00 noon, daily program planning was reported as dependent upon the desires of the group and the availability of volunteers. With only three leaders, one supervisor, and no regularly assigned volunteers, activities

had to be conducted within narrower limits which were a function of the reality resources available. One of the leaders was an arts and crafts worker and many of the members regularly participated in this more continuous program activity.

Finances

There were so many different budgetary and accounting procedures and standards, that it was difficult to induce many significant comparative relationships among or between the centers. For example, the reported 1960 recreation budget at the B.B.S.S. was \$5,500; but, this sum was exclusive of the salary of the recreation director which was considered part of the administrative budget for the entire Department for the Handicapped. Nor did the recreation budget include any estimated costs of supportive services like maintenance, light, heat, telephone, clerical supplies, and insurance.

The I.H.B. center operations were financed in a similarly vague fashion. Their 1960 budget was reported as \$92,000, divided as follows: \$35,000 for the I.H.B. Club, and \$50,000 for the I.H.B. Day Centers. All recreation salaries were included, but not all support service costs. In fact, the I.H.B. Recreation Director did not know which costs were included because all budgets were directly

controlled by a Director of Services, with whom he was in consultation infrequently.

The Lighthouse Manhattan Center reported an over-all cost recreation budget of \$113,819 for 1960. Estimated support service costs were computed on a facilities use basis and added to the specified operational line budget of \$75,839, which was within the direct administrative control of the Recreation Director. Curiously, the second Lighthouse center, in Queens, was able to report only its direct operational budget of \$14,721, exclusive of estimated support service costs. This line budget was within direct control of the Program Director in charge of the Lighthouse Queens Center.

The Guild Center was able to report only an over-all recreation line budget of \$172,501 for 1960. The direct operational items like salaries, supplies, equipment, refreshments, and transportation were controlled by the Director of Group Work and Recreation.

The over-all cost of two centers, the Lighthouse Manhattan and the Guild, were financially comparable. They demonstrated significant disparity in relation to per capita costs although their staffs were quantitatively similar. It was startling to determine that at the Lighthouse Manhattan Center, the annual cost for each client was \$101.80, while

at the Guild Center this cost came to \$298.38. When this disparateness was discussed with the Guild Center Director of Group Work and Recreation, he proudly declared that professional group work services were expensive. Table 22 indicates the relative figures for budget, membership size, and staff for these two centers.

TABLE 22

COMPARATIVE CENTER BUDGETS, MEMBERSHIPS, STAFFS
AND PER CAPITA COSTS--1960

Center	Budget	Membership	Staff Full Time	Staff Part Time	Staff Vol.	Per Capita Cost
Lighthouse Manhattan	\$113,819	1,116	12	14	56	\$101.80
Guild	172,501	586	10	16	60	298.38

The size of the B.B.S.S. Center made it unique, and additional financial data were not available, even from the Director of the Department of the Handicapped. There seemed to be some usefulness in a comparison of two smaller operating units, even if this served only to further emphasize the lack of procedural conformity in fiscal record keeping and reporting. Table 23 shows additional disparity that was inexplicable.

TABLE 23

COMPARATIVE SMALL CENTER BUDGETS, MEMBERSHIPS, STAFFS
AND PER CAPITA COSTS--1960

Center	Budget	Membership	Staff Full Time	Staff Part Time	Staff Vol.	Per Capita Costs
I.H.B. Jamaica	\$22,000	204	7	0	0	\$107.64
Lighthouse Queens	14,721	282	5	9	8	52.20

The only explanation which the I.H.B. Recreation Director could offer was that in a small program, the addition of one full time qualified social group worker could increase the budget disproportionately. When it was noted later that the I.H.B. Jamaica Day Center occupied rented quarters, the Recreation Director did not believe that the rental was a charge on recreation.

There was one general conclusion that seemed quite evident, i.e., staff salaries at the Lighthouse Center were probably considerably lower than those paid in the other centers. This was confirmed later.

Data were also gathered about supplementary income sources, viz.: direct and designated gifts to the center for special non-recurrent items, dues, fees, charges for

materials or services, and non-monetary donations, e.g., materials for arts and crafts, musical instruments and other program equipment.

The B.B.S.S. reported no supplementary income and no charges of any kind. There were occasional donations of usable hand craft materials.

No direct and/or designated donations were reported by the I.H.B. centers. Whenever such gifts were made, they went directly into the general fund of the parent agency. All I.H.B. Club members were required to pay annual dues of two dollars. Individual clubs were permitted to legislate their own membership dues not to exceed one dollar per week. This rule was applicable in two special interest clubs, viz., the I.H.B. Bowling Club which held an annual get-together, and the I.H.B. Fishing Club which raised the money for their monthly fishing trips. There were charges for materials in the arts and crafts classes but only after the first item. Members on welfare were required to request an addition to their budget for reimbursement to the center for the cost of paid transportation. Members not on welfare were required to reimburse if provided with paid transportation. There were no membership dues for the I.H.B. Day Center members who were urged to join the evening I.H.B. Club if they could travel without agency assistance.

The Lighthouse Manhattan Center received and used approximately two thousand dollars annually through donations designated for specific non-recurrent program items like an electric grinder for the ceramics classes, a weight scale for the beauty culture groups, or some guitars for the folk singers. These extra funds made for program flexibility but there was continual question, by the agency comptroller, of the propriety of these arrangements. Nevertheless, these donations came from individuals who knew the program and wished their money spent in the specified manner. The Lighthouse centers had only recently requested all members who were welfare recipients for transportation reimbursement when this allowable item was added to their budget. Self-governing clubs charged nominal dues of one dollar per month. Each member in arts and crafts was permitted a seasonal allowance of two dollars for learning materials, after which they were expected to meet three quarters of the cost of projects worked upon at the center, and the full cost of projects taken home. Donated materials were purposefully and planfully solicited from businesses and factories. "Thank you" letters were quickly sent to donors, as well as Lighthouse reports and informationals. Regular contributors were sent invitations to special center events, e.g., Lighthouse Players performances. Almost all of the

materials for sewing, millinery and knitting classes were donated. There were no other charges for materials, meals, refreshments, or services. The basic agency policy was that all services to blind persons were free.

The preceding policies and procedures obtained in the Lighthouse Queens Center. In 1960, designated gifts amounted to approximately one thousand dollars. More than half of this sum was specified for the purchase of a kiln.

All monetary donations at the Guild Center went into the parent agency coffers. Some of the clubs had nominal dues. Members were expected to meet the costs of trips and outings. All members were required to reimburse for transportation, i.e., non-welfare recipients as well as those receiving the allowance in their public assistance budgets. There was a charge for meals. Members paid for the full cost of hand craft projects after the first learning item. The agency and the center were considering the formulation of a policy of charging for all services on the basis of ability to pay. This was stated as an illustration of agency belief that free services tended to pauperize members and that the opportunity to pay was a method of developing increasing self-regard and social status.

Transportation

The notion that a person is not in the real world unless he moves in it, was frequently expressed in the specialized literature on physical disability. Authoritative opinion unanimously held that one of the principal effects of visual deprivation was restricted mobility which tended to isolate the handicapped individual physically, psychologically, and socially.

Independent travel for blind persons became a primary aspect of rehabilitation soon after the advent of World War II, at first for veterans and then for civilians. Pragmatic experiences quickly made cane travel preferable to dog guide travel. Increased and firmer knowledge about how and why independent mobility exerted such practical and pervasive effects on many aspects of individual adjustment and reorganization gave rise to a new professional specialization in work for the blind, i.e., peripatology, or the science of travel.

However, despite the increased efforts and improved techniques, it was a fact that the large majority of specialized center members would not and could not travel independently. After all, these were the older folks, who could not breast the stream of life outside. Even for many sighted persons, the rush and crush of travel in New York City was no easy

task--and there were so many neighborhoods in which travel after dark was hazardous, especially for women. To negotiate a center island subway platform without usable vision and just with the aid of a cane or dog guide required superb courage, superior physical and mental abilities, and impelling motivation.

All the center directors agreed that except for the relatively small minority of independent travelers, most of whom were members of the I.H.B. Club where no transportation was provided, regularly arranged transportation was fundamental to the purposeful and effective operation of the organized recreation programs in the specialized centers. In New York City, volunteer transportation was found to be unreliable except for use on special and/or emergency occasions.

Dependable transportation was one of the most significant program variables directly influencing budget and statistics. Transportation costs were generally estimated at from one-fifth to almost one-third of the entire recreation budget, and membership attendance was a function of provided transportation. A valid rationalization which was continually confirmed in program activities was that the blind folks who were least mobile tended to be the ones who were most in need of recreation.

Private transportation services were utilized by all the centers. The per person cost for a round trip ranged from \$2.00 to \$3.00, dependent upon the number of members carried in a car. Usually, car costs were from \$14.00 to \$25.00, based on the total distance required to transport a full car of seven members. The first person picked up, or the last one brought home seldom rode longer than one hour. Many members seemed to consider the car rides part of the recreation program, and there were few complaints when occasional trips were delayed. Also, it was reported that the drivers soon became acquainted with the individual members and their personal need to be in a particular part of the car, or to be helped to the main entrance of their esidence, or to their apartment door.

The B.B.S.S. used hired cars and made no attempt at reimbursement from the members. With a total annual budget of \$5,500, transportation costs were relatively small compared to similar costs in the larger centers.

The I.H.B. Club did not provide any regular transportation for its members, most of whom possessed usable vision and/or ability to travel independently. Occasionally, for special events, volunteer and paid transportation was provided for older or deaf-blind individuals.

The I.H.B. Day Center used hired cars. Members who

were public assistance recipients were required to request allowable additions to their budgets of \$1.75 per round trip. When received by the member, it was given to the center as transportation reimbursement. The current season, members not on public assistance and financially able were requested to reimburse the center at the same rate, \$1.75 per round trip.

The Lighthouse Manhattan Center with the largest program, numerically, utilized several methods to get members to and from the center. Hired private limousine service was the predominant way and was slowly but surely becoming the most reliable and preferred. Because the Lighthouse Manhattan Center facilities were located in the headquarters building of the agency, the center was able to make partial and planful use of the organization's four station wagons to bring members to the center. The local chapter of the American Red Cross, through its Motor Corps, had since World War II provided as many as eleven cars to transport members home. The number of Red Cross cars was now down to three, and it was anticipated that these would soon be unavailable. The Red Cross Chapter was having difficulty getting volunteer drivers and their area of service was being more narrowly confined to veterans and their families. The Lighthouse Manhattan Center also used private taxis and a few paid guides.

Since 1958, members receiving public assistance were requested to ask for the \$1.75 round trip welfare allowance for reimbursement to the center. Members not on welfare were asked to consider voluntary contributions because transportation was such a budgetary burden. For the year 1960, less than \$100 was contributed voluntarily.

The Lighthouse Queens Center member transportation system was dependent primarily on paid private limousine service. No agency cars were available to this center. Two voluntary round trips were utilized. This service was provided by a community organization, the Queens Council of Jewish Women. These volunteer cars undoubtedly saved some money, but continuous difficulties were reported. There were numerous and last minute cancellations, new and unfamiliar drivers, late arrivals, and administrative concerns regarding adequacy of insurance liability coverages by the volunteer drivers and their personally owned cars. Public assistance recipients were expected to reimburse the center for paid transportation when the transportation allowances were included in their budgets.

The Guild depended completely on private hired car service. All members were required to reimburse the centers at the standard rate of \$1.75 per round trip. For public assistance recipients this sum was included in their budgets.

It was the responsibility of members not on welfare to establish their inability to pay. This was done through the Guild Social Service Department.

The high cost of transportation was a continuous concern in all the centers. Peripatology was not the solution for most of the center members. The requirement that welfare recipients obtain travel reimbursement allowances was considered valid based on the principle that centers should utilize all available community resources. The requirement that financially able members contribute toward the cost of their transportation was felt to be valid because this procedure was conducive to strengthening the members' ego and feeling of independence. Except for the Lighthouse, all the centers subscribed to the latter point of view. The Lighthouse position was based on its agency slogan that all Lighthouse services were free, on the reality that needed transportation was one of the primary blindness limitations which the agency for the blind should underwrite, on the assumption that most members not on public assistance had marginal resources and therefore were not in position to pay; and lastly, on the reality that clerical and account keeping costs equaled or exceeded the amount collected. Indirect substantiation of this last point was indicated by the data on 1960 reimbursements which were reported by these centers

as follows: Lighthouse Manhattan Center welfare reimbursements and transportation donations amounted to approximately \$5,000; for the Lighthouse Queens Center the total was approximately \$500; and at the Guild where everyone was required to reimburse, the total was approximately \$6,000. With an annual total of 586 Guild members attending a minimum of one session per week for a thirty-five week season, total reimbursements should have amounted to nearly \$30,000. Only a small proportion seemed to reimburse for transportation costs. This was consistent with the director's earlier judgment that 90 per cent of the Guild members had incomes of less than \$3,000 per annum. Nonetheless there was agreement that it was a constructive practice to give the members the opportunity to decide regarding their ability to pay part of the cost of transportation.

Record Keeping

The data gleaned revealed a deplorable lack of standardization in keeping financial and statistical records. There was little data from which accountability and/or prudence could be determined. Since the selected centers were constituent units of incorporated multi-function rehabilitation institutions, the centers' fiscal and clerical responsibilities were subordinate aspects of the administrative

systems and procedures in operation for the agency as a whole. The assumption was that the internal rules, regulations, forms and systems were sufficiently efficient and resourceful to warrant satisfactory knowledge of, and evaluation of accomplishments. In addition to fiscal and general statistical controls, comprehensive individual case records were available in the files of the agency social service departments. Each case record contained medical, personal and social data as well as an account of services rendered by the agency. Examined case records generally reflected the fundamental interpretations of each agency. The social work agencies incorporated recreation data within the context of their social service recordings. The Lighthouse case records provided a separate recreation section for such data.

The interview-schedule included four specific concerns about center record keeping, viz., (1) the individual preparing the report; (2) the frequency of reporting; (3) the nature of the member program activity card; and (4) the kind of statistics which were recorded and the frequency with which they were reported.

There was little comparative consistency among the center recording practices. The documentary and observational data indicated that of all the agencies committed to

social work methodologies, the Guild was the only one in which interpretations and philosophies tended to be implemented in practice to any considerable extent. This conclusion was deduced from the high per capita recreation expenditures, salary schedules which met professional standards, and sufficient staff time to record pertinent member behavior content, as well as sufficient staff time for record study with the apparent objectives of behavior diagnosis and treatment through planful group work and recreation.

At the B.B.S.S. the Recreation Director was responsible for seasonal reports which called for notations about the frequency of attendance in specific activities, i.e., socializing, games, crafts and others, and statements about personal adjustment, including behavior or personality difficulties, changes in physical ability and personal appearance. Limited membership and program activities obviated the need for individual program cards for members. Daily attendance and new member statistics were submitted monthly to the Director of the Department for the Handicapped.

At the I.H.B. Club and at the I.H.B. Day Centers the Recreation Director was responsible for compiling a monthly statistical report from weekly reports prepared by three supervisors responsible for the direct operation of units in

the centers. Behavior content was reported only when it was exceptional or upon request of the Social Service Department. There were no individual program cards.

At the Lighthouse centers, the Recreation Directors were responsible for compiling a monthly report which included the monthly membership enrollment, determined by subtracting the indicated number of old members dropped and adding the indicated new members. The monthly report also included the number of individual members transported by paid and/or volunteer transportation, and the total number of meals served. Behavior content was reported only when it was exceptional and problematical. A summary report was prepared for every enrolled member by the center program directors at the end of the season. This report for the case record contained data about transportation, meals and general activity in the program. An annual recreation activity evaluation report was prepared by the director. All recreation reports went to the Director of the Department of Direct Services of the agency. Individual program cards for each member were filed in the Program Director's office in each Lighthouse center.

The most extensive use of records was evidenced at the Guild. All workers were responsible for noting and recording significant member behavior. Planful time was

made available to record and to study case records. The written reports served as a principal supervisory tool for the four full-time staff supervisors. Daily attendance and activity attendance records were kept. These served to supplement the leaders' narrative reports. Report and recording forms used at the Guild were not available for review.

Each center director expressed satisfaction or at least acceptance of the particular procedures and systems which they used to gather and report pertinent program and membership information. As experienced professional recreation directors there was general agreement that there was a need for some standardization of statistical data and financial reporting so that constructive comparative evaluations might be possible. At the present time it was difficult to state with any significant degree of validity and reliability just how many members were benefiting--in what ways--and just how much the recreation service cost.

Maintenance and Housekeeping

The characteristic location of the specialized center in a building which housed the parent organization, or in one of its main branches, underscored the interpretation of specialized recreation as an integral component of rehabilitation. Aside from the realistic and practical consideration

of restricted mobility, a host of non-recreation problems, i.e., medical, financial, and vocational, which so frequently accompanied blindness, dictated the proximate location of the center within the physical context of multiple specialized services.

The B.B.S.S., the Lighthouse Manhattan Center, and the Guild Center were housed in the main headquarters building of the parent agency. The I. H.B. Day Center in Jamaica and the Lighthouse Queens Center were located in subsidiary buildings where multiple specialized services were quickly available. The I.H.B. Club, catering to the more mobile, employed, and generally more adequate blind individual, was the only center occupying a separate building. The late afternoon and evening program hours of the I.H.B. Club made needed non-recreation specialized services unavailable on a time basis. Nevertheless, the I.H.B. Club was within one subway stop and/or a short bus or taxi trip from the main headquarters of the I.H.B.

Because of the preceding findings, the center recreation directors had little or no responsibility for fundamental maintenance tasks, like heating, cleaning, painting, and repairs. Agency building maintenance and cleaning personnel reported directly to a supervisory engineer who in turn was responsible to an agency business administrator. The center

recreation director dealt directly with the supervisory engineer and/or with the business administrator while keeping his own immediate superior informed regarding major building and maintenance problems. There were some supplementary exceptions. At the I.H.B. centers a full time porter was assigned for cleaning and for setting up and moving equipment and furniture. At the Lighthouse Manhattan Center a particular maintenance man was regularly assigned to the program director for setting up multi-function rooms, moving furniture and doing minor repairs. When not needed in recreation this worker reported back to the maintenance supervisor. On special occasions, several maintenance men would be assigned to set up the auditorium and public address system, or move furniture and pianos, et cetera. At the Guild building the maintenance staff performed all the necessary functions at the request of the recreation director.

All the recreation directors admitted that often it was necessary for recreation staff to move equipment and furniture because maintenance assistance was not forthcoming quickly enough. The designated assignment to the recreation center of a maintenance man was strongly recommended.

Safety

A frequently used persuasion in the vocational placement of blind workers is the statement that blind workers are

less prone to accidents than sighted workers. While no quantitative data were available, the incidence of reported specialized center injuries seemed low, particularly injuries associated with movement. There were no explicit procedures relating to safety, except those concerned with fire. Fire drills were held regularly.

It was quickly evident that, to a significant extent, the advantages of having necessary social and medical services conveniently available, resulted in the administrative consideration of recreation as a less valued ancillary service. From a facilities safety viewpoint this meant lessened attention and weight to recommendations from the recreation personnel regarding straight passageways free of unnecessary obtrusions, easily identified doors to toilets and exits to stairwells and other dangerous areas.

None of the centers had developed a staff and/or membership safety committee to foresee accident potentials. In the event of accident, the common procedure was to call an ambulance. Only at the Lighthouse centers were there supplementary procedures for providing first aid, calling in a local physician more quickly, and getting a Roman Catholic priest from the nearest local church in the event of apparent death.

Since improved mobility was an explicitly stated program objective in all the centers, and since increased movement of blind members inevitably enlarged accident probability, the orientation and training of members in safe movement was a prime administrative responsibility. At the B.B.S.S. the recreation director assumed this responsibility. At the I.H.B. Club a staff member gave initial or introductory orientation to the principal activity locations like the dining room, snack bar, and game room in the basement. An available volunteer was then assigned for more detailed and continued help in getting about the building. This was also the general procedure at the I.H.B. Day Centers.

The Lighthouse Centers and the Guild supplemented these procedures with the utilization of a membership service group which acted also as a welcoming committee. These members, many of them totally blind, delighted in the opportunity to be helpful and to demonstrate their own mobility capabilities.

Facilities

Despite the fact that a reliable national survey had revealed that in work for the blind, specialized recreation was the third most frequently rendered service,⁵⁰ all the

⁵⁰United States Dept. of Labor, op. cit., p. 8.

recreation directors expressed the opinion that recreation was too often regarded as a minor ancillary service. Although there was no overt denigration of program, the implications of this attitude were obvious in the area of facilities. For example, in the past ten years the Lighthouse had constructed two buildings which housed the principal recreation facilities. It was reported, and observations confirmed, that from a point of view of multiple recreation activity functions, some rooms were too large and others were too small. Hallways were too wide. Insufficient consideration was given to the reality that the largest number of persons occupying the facilities would be recreation members who were over sixty years of age. Their need for specialized recreation was indicative of their special need for adaptations, i.e., "that stairs should not have abrupt (square) nosing" and, "that floors shall have a surface that is nonslip."⁵¹

Over-all agency administrative necessity often required the use of recreation facilities and equipment for other agency purposes. This was particularly true at the

⁵¹American Standards Co., American Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped (New York, 1961), p. 9.

Lighthouse Manhattan Center where the single auditorium had to be available for many public relations, and other service, conferences and presentations.

All the centers occupied buildings that were owned by the parent organizations, except for the I.H.B. Day Center in Jamaica, Queens, which functioned in a rented building. The specific efficacies of the component activity units in each center had to be judged quantitatively on the basis of existence and multiple usage. Descriptive qualitative evaluation of these units required a degree of inquiry beyond the depth of this study. The revealed lack of standardization in many areas of procedures and practices, as well as the generally recognized insularity of the selected specialized agencies made evaluative comparisons of recreation facilities unreliable. Recurrent was the general recognition by the recreation directors that next to leadership, facilities were vital to program activities. Despite the reported tendency to relegate recreation to a minor ancillary role, the facilities assigned to recreation were indicative of greater valuative status. Even the smallish program of the B.B.S.S. reported the use of seven rooms, including an auditorium, kitchen, crafts room and lounge. Three of the centers had their own dual bowling alleys and the Lighthouse Manhattan Center had its own swimming pool.

A table was developed to show the comparative presence of facility units in each of the selected centers, and to show those units which were in multiple use within the recreation center and/or by other agency service units. This was accomplished by having two markings for each facility unit in the appropriate recreation center column. The first marking was an Arabic number which indicated how many such units were in the center; and the second marking was a small letter (x) to show multiple usage. Units used solely for the indicated activity were given only the first number marking. In instances when the activity was performed in a preceding facility unit already marked with a number and the letter (x) to indicate multiple use, the latter activity was coded with two (x's) or (xx).

Except for highly specialized activity units for bowling and swimming, practically all purely physical units were used for multiple purposes. While qualitative judgments regarding sufficiency and effectiveness of usage required additional and unavailable data, the apparent extensive multiple utilization of available facilities implied considerable and varied program activities, as well as necessary planful organization of these activities. A general quantitative appraisal was suggested by adding a final column showing the minimum number of specific facility units for a small

recreation center recommended by the N.R.A. (National Recreation Association).⁵²

TABLE 24
FACILITIES IN CENTERS--MULTIPLE USAGE--
N.A.R. SUGGESTED MINIMUMS

Facility Units	B.B.S.S.	I.H.B. Club	I.H.B. Day Centers	Lighthouse Manhattan	Lighthouse Queens	Guild	N.R.A.
1.auditorium	1x	1x		1x		1x	1
2.bowling alleys				2	2	2	
3.ceramics	1x	1x	1x	1	1	1	
4.club	1x	2x	2x	4x	2x	5x	2
5.craft	xx	xx	xx	2x	2x	1	1
6.dance	xx	xx	xx	xx	xx	xx	
7.dining		1x	1x	1x	1x	1x	
8.dramatics		xx		1		xx	
9.exercise				xx	1		
10.game		1x	xx	1x	xx		1
11.gymnasium		xx			xx		
12.kitchen	1x	1x	1	2x	1x	2	
13.library	1x			1x		1	
14.locker	1x			3	1		
15.lounge	1x	1x	1x	1x	1	1x	1
16.music		xx	xx	1x	xx	xx	
17.roof				1	1	1	
18.sewing		xx	xx	xx	xx	xx	
19.snack bar		1x					
20.swimming				1			
21.T.V.	xx	xx	xx	xx	xx	xx	
22.typing				1	1x		
23.woodwork				1x			
24.ham radio, other		1			xx		
Total Units	7	10	6	25	14	16	6

⁵²Schedule for the Appraisal of Community Recreation
(New York: National Recreation Association, 1951; 4th Printing, 1957).

Out of Door Facilities

There were periods during the regular center sessions when the weather favored outdoor activities. However, besides the occasional trips and outings, only two centers possessed any regular outdoor facilities, i.e., the Lighthouse Queens Center with a small lawn and two benches, and the Guild with a small usable section of their roof set aside for strolling and dancing. However, normal New York City air pollution made the outdoor Guild activity hazardous to both clothing and person. Of course, all the centers had adjunctive summer camp facilities outside of the city.

History, Trends

Detailed data for this category were presented in Chapter II, titled, "Historical Background." The trends and perspectives of specialized recreation centers for adult blind individuals needed to be considered within the framework of humanistic growth in our cultural evolution. The particular trends in our complex living fabric of ideals, values, and practices which combined to form the specialized recreation center, each had their own significant historical roots, viz., specialized referred to work for the blind; recreation to a profession concerned with the organized and purposeful use of leisure time, and the center concerned an

institutionalized apparatus in which harsh reality living was tempered and less favored human beings were strengthened.

The Judeo-Christian transcendental notion of individual dignity and worth changed, ever so slowly, prevailing attitudes from outright overt cruelty to covert protective care. In 1254, King Louis IX of France established the first known institution for the blind, L'Hopital des Quinze-Vingts, a hostel for a select company of three hundred blinded Crusaders. This institutionalized refuge pattern was to endure, even to our day.

The social, economic, and political evolutions and revolutions of the eighteenth and nineteenth centuries improved the lot of the blind, at least in the western world. They could now survive physically; they might be educated to acquire knowledge; and a few remarkable ones were even capable of productive work. The impersonal pronoun was deliberately used to emphasize the general fact that the blind were not considered to have individualized personalities. Even the renowned Helen Keller never seemed to be a girl or a woman. She was exceptional, but one of them, "the blind."

Organized professional recreation in America was a phenomenon of the late nineteenth century. The industrial revolution, population growth, urbanization, poverty, were

mixed with a remarkable spirit of protest and reform. The cultural cauldron was boiling and revolutionary products were distilled, viz.: social and economic legislation, expanded voluntary philanthropic endeavors, the playground movement, multiplication of settlement houses, the development of camping and scouting, the beginning of mental hygiene associations. There were a host of other reactive defenses against the imbalance of a society operating on the basis of a Darwinistic philosophy which justified the position of the fortunate on the basis that they were the fittest, and then sanctified the rationalization as reward and grace for labor performed by them, or at least by someone in the family ethic, with little realization that the reference was out of context in relation to time and circumstances.

It was about this time that the selected agencies were born. The I.H.B. was begun in 1893, the Lighthouse in 1903, the Guild in 1914, and the B.B.S.S. Department for the Handicapped in 1916; literally, all were founded in less than one generation. It was interesting to note that 1893 was also the date of the founding of the first settlement house in New York City, Henry Street Settlement. In this sense, modern specialized work for the blind, recreation, and the center all have their beginnings in this period.

The consensus of knowledgeable opinion held that more substantial progress in behalf of blind persons has been made since the turn of the century than in all preceding recorded history. The primary identifying characteristic of work for the blind in this recent period has been the ideal of self-help, which ideal pervaded the interpretations and objectives of the selected centers, as well as those of the more than five hundred other voluntary and public agencies for the blind in the United States and Canada.⁵³ Barker, et al., noted the current special position of the blind as follows: "No group among the physically handicapped in the United States has been so favored by legislation as the legally blind."⁵⁴ Yet, at the Bicentennial Celebration of Columbia University in 1954, a speaker stated:

Down through the centuries the blind have been forced to pursue their traditional livelihood as beggars and their cry for alms is familiar even in these so-called "enlightened" times. . . . Millions of blind throughout the world still grope their weary way--ignored, despised, scoffed at, tormented and unwanted. . . .⁵⁵

⁵³Saterlee, op. cit.

⁵⁴Barker, et al., op. cit., p. 273.

⁵⁵Barney Mamet, "History and Background: The Position of the Blind in the World Through the Ages," History of the Development of Work for the Blind (New York: The Associated Blind, Inc., September 14, 1954), p. 13.

The apparent contradiction in the preceding statements was not difficult to resolve. The world wide reference in the latter opinion was applicable to the blind in the generally disadvantaged countries. In an earlier paragraph of the same essay there was an apparent reference to the situation of the blind in an affluent country, e.g.:

. . . the machine age is proving in reality a far-reaching boon to the sightless. The typewriter, the dictaphone, the telephone, the assembly work bench, the power sewing machine and other lesser inventions and gadgets have as a single factor done more to bring about economic independence and social integration of the blind.⁵⁶

If a basic contradiction did exist, its core was to be found in the apparent slow progress in the area of fundamental, substantive findings regarding the nature of visual impairment and its effects on the personal and social self. Graham called attention to this need in his study of social research on blindness in which he indicated that there has been an enriching movement toward diagnostic and therapeutic treatment of the entire individual as contrasted with the earlier, more specialized approach.⁵⁷

Meanwhile, expert predictions envisaged an increasing incidence of blindness in a growing population in which

⁵⁶Ibid., p. 11.

⁵⁷Graham, op. cit., p. 1.

longevity was compounding additional problems for the social and political scientists. There was little definitive data either in the gerontological field specifically, or in the medical field generally, to warrant immediate optimism about the reduction of the incidence and/or number of blinded adults. This had happened in the children's field where the incidence and number were sharply reduced since 1955. Medical research has been concerned with some of the more prominent preventive causes of adult blindness, i.e., glaucoma and diabetes. Findings to date have been persuasively hopeful. Some dreamers were thinking about and cautiously mentioning organ transplantation and even the more remote chromosome-gene changes, but these were only wishful possibilities still in the realm of science fiction.

In addition to prevention, immediate reliance was being placed upon improved professionalized and integrated rehabilitative services. An entire new complex of specialized supplementary aids were being utilized, e.g., low vision lenses, auditory and space orientation training, improved canes and some electronic devices substituting for sight, and the beginning of scientific efforts to more sharply determine the realistic role of the blind person in a sighted society.

Meanwhile for the older blind adult, who according

to all prognostications would predominate more and more in the universe of the blind, the specialized recreation center would serve as a primary or supplementary community institution to implement to the extent possible, the ideals which were preached.

Professions

Somewhere and some time, and usually often, interviewed recreation personnel and studied recreation literature explicitly and emphatically expressed the conception that good leadership was the sine qua non of effective program operation. Many tangible and intangible factors were involved in the determination of professional leadership in the centers. Admittedly, the primary considerations should have been professional education and appropriate training, and experience.

All the parent agencies were founded by an association of philanthropically-minded laymen who were trying to solve human problems through the voluntary creation and development of an institution. For many years after, the work and services were performed by unpaid workers. Continuity, regularity, and expansion of services made some paid staff essential. Fund raising efforts were increased to meet more than the requirements of the supportive functions,

i.e., the cost of facilities, equipment, supplies and minimum managerial staff. The pace of professional specialization in social work and in rehabilitation was slow at first; since the end of World War II in 1945, the accelerated demand for the qualified specialist has exceeded the supply of both human and financial materials.

In the beginning, the selected voluntary agencies were voluntary in principle and in operation. The National Survey of Personnel Standards and Personnel Practices in Services for the Blind in 1955, showed that fifty-nine per cent of agency personnel were unpaid volunteers.⁵⁸ The comment referring to this statistic was that the private agencies relied heavily on volunteers.⁵⁹ The trend was significant and has continued. Dean of the School of Applied Social Sciences, Western Reserve University, expressed a caution about this trend, quoting from an unidentified work by William James as follows:

Most human institutions, by the purely technical and professional manner in which they come to be administered, end by becoming obstacles to the very purposes

⁵⁸United States Department of Labor, op. cit., p. 26.

⁵⁹United States Department of Labor, Bureau of Labor Statistics, "Personnel and Agencies Serving Blind People, 1955," Monthly Labor Review (Washington, D.C.: U. S. Government Printing Office, 1957), Preprint No. 2237, p. 1.

which their founders had in view . . . for the scientific and the technical is necessarily the objective, the impersonal, the intellectual, as distinguished from the subjective, the personal, the individual, the emotional. It gives us . . . the world of description, not the world of appreciation.⁶⁰

Obviously, an institution needed both.

There were four principal recreation directors administratively charged with responsibility for effective center operations. All were professionally qualified on the basis of education and experience. The B.B.S.S. Recreation Director had been at the center for seven years. She had formerly taught arts and crafts courses in a university Department of Physical Education, Health and Recreation, and possessed a Master's degree in Education. The I.H.B. Recreation Director, who administered the I.H.B. Club and the I.H.B. Day Centers, had been in his job for nine years. He had earned a Master's degree in Physical Education. The Lighthouse Recreation Director was the administrative head of the Manhattan and Queens Lighthouse centers run directly by workers with the title of program director. The Lighthouse Recreation Director had been on his job for twenty years. He was a certified social worker, possessed a Master's degree in Education, and had completed the course requirements

⁶⁰ Cohen, op. cit., p. vii.

for his doctorate in education. The Director of Group Work and Recreation at the Guild had been on his job for seven years. He came to the center with over ten years of experience in the regular center field, possessed a Master's degree in Social Work, and was a certified social worker.

There were nine supervisors, viz.: one in charge of the I.H.B. Day Center in Jamaica, four in charge of major activity units at the Lighthouse centers, and four in charge of major activity functions at the Guild. All were qualified on the basis of education and/or experience. The supervisor of the I.H.B. Jamaica Day Center, and the four Guild supervisors were all qualified social group workers with Master's degrees in social work. Three supervisors at the Lighthouse were education majors with undergraduate degrees only, and the fourth had college credits supplemented by many years of specialized experience.

The bulk of paid leadership staff was found in the Lighthouse centers and the Guild. Of the fourteen full-time leaders, ten worked at the Lighthouse and the Guild. Of the thirty-eight part-time leaders, thirty-four were at Lighthouse and Guild centers. It was not possible to get details and definitive information about the qualifications of the leaders. Generally, the full-time leaders were teachers and/or workers skilled in hand crafts, music, and

sports and games. The part-time leaders were also teachers, skill workers, and college students with a particular usable program skill, such as music, dance, dramatics.

It was significantly noted that the 1955 Bureau of Labor Statistics study of personnel in agencies for the blind described the education and experience requirements of specialized recreation workers as follows: "Demonstrated ability in group work or teaching of arts and crafts. Some agencies require M.S.W. degree."⁶¹ These requirements were distilled from the reports of the responding agencies. The qualification distance between demonstrated ability in group work, or teaching arts and crafts, and an M.S.W. degree could be enormous. This was undoubtedly reflected in the reported medium annual salary for recreation workers as \$2,850,⁶² when the professional N.A.S.W. minimum for group workers was \$5,200, perhaps more than doubled because the former figure represented the medium sum, the latter the minimum. Little wonder then, that it was so difficult to recruit and keep workers. Little wonder that allusions to dedication, and special "halo" commendations were so profuse in describing

⁶¹United States Department of Labor, "Personnel and Agencies . . . ," p. A6.

⁶²Ibid., p. 33.

specialized agency workers in general, and specialized recreation workers in particular.

Table 25 shows the rather surprising distribution of paid staff in the selected agencies. The Lighthouse and Guild centers account for ten of the fourteen full-time workers, and thirty-four of the thirty-eight part-time staff members.

TABLE 25

PAID FULL AND PART TIME PROFESSIONAL CENTER STAFF

	B.B.S.S.		I.H.B. Club		I.H.B. Day Center		Lighthouse Manhattan		Lighthouse Queens		Guild		Totals	
	FT	PT	FT	PT	FT	PT	PT	PT	PT	PT	FT	PT	FT	PT
Adminis- trator	1	0	1	0	0	1	1	0	0	1	1	0	4	2
Super- visor	0	0	0	0	1	0	3	0	1	0	4	0	9	0
Leader	0	4	1	0	3	0	4	13	3	6	3	15	14	38

Note: FT = Full Time; PT = Part Time.

The greatest professional staff weaknesses seemed to be on the leadership level. While there was some evidence of concern about the fact that so many of the leaders did not

have minimum educational qualifications, i.e., an undergraduate degree, the reality was that not too many college graduates were attracted to the specialized field. Most of the qualified applicants were early elementary school majors who preferred to work with blind children. The available salary offerings were not sufficient to attract new applicants of high quality. In some of the centers there was a reliance upon the happenstance finding of personnel with a mysterious ingredient of special concern for blind individuals, sometimes referred to as dedication. However defined or alluded to, the lack of adequate personnel standards on the all-important leadership level was evident.

The fact that administrative and supervisory staff were qualified and the leadership staff members were not was a prime precondition for strong in-service training programs. On a formal basis, these were almost nonexistent. The Guild was preparing to institute such training. At the Lighthouse, the administrator reported frustrating attempts to develop a minimum program of regularly held staff meetings. Several seemingly insurmountable factors mitigated against the success of any but the roughest occasional get-togethers, viz.: Too frequent staff changes on the supervisory level, particularly

on the part of the more professionally qualified worker for whom there was relatively little opportunity for advancement in the specialized field; the fact that the leaders who most needed the training were the part time session workers whose other job and/or school, and/or faculty obligations limited their ability to attend staff meetings even when they were on paid time; and finally, while on the job, the press of responsibilities, preparing for and working with older blind persons, was too great to permit easy withdrawal from an activity in progress. The actual practice at the Lighthouse centers involved the utilization of written materials, irregular individual conferences on adjacent staff levels, a bi-monthly staff conference attended by the majority, and frequent informal meetings relative to particular problems involving members, facilities, equipment, materials or the staff employee himself.

There were no formal procedures for in-service training either at the I.H.B. centers or the B.B.S.S. Written materials, and individual conferences as needed were the methods utilized. There were occasional get-togethers.

The factors which made in-service training so difficult to achieve, adversely affected the response of staff to suggestions and admonitions for active participation in

professional and/or service, local and national recreation and group work organizations. There were five pertinent major professional and/or service organizations in the field, viz.: (1) National Association of Social Workers; (2) American Recreation Society; (3) American Association for Health, Physical Education and Recreation; (4) National Recreation Association; and (5) American Association of Workers for the Blind. The latter two were essentially service and public education organizations with membership available to anyone interested in the field and paying dues. N.A.S.W. had a local city chapter, A.R.S. had a state chapter, A.A.H.P.E.R. had a district chapter, and the two service agencies were national, the N.R.A. with its headquarters in New York City, and A.A.W.B. with its headquarters in Washington, D.C.

The bi-monthly Journal of Social Work of the N.A.S.W. seemed to be a high prestige publication. The monthly American Recreation Journal was the official publication of the A.R.S. The A.A.H.P.E.R. published only the Proceedings of its annual national conventions. The N.R.A. published Recreation Magazine. The A.A.W.B. published only the Proceedings of its annual convention.

Data regarding center staff membership and activity was obtained during the interviews in the centers. Information

on this subject was given reluctantly and vaguely. It was evident, however, that aside from N.A.S.W. membership for the qualified social workers, staff involvement in professional and/or service organizations was minimum. The B.B.S.S. Recreation Director was an active member of N.R.A., the Lighthouse Recreation Director was a member of N.A.S.W., A.R.S., N.R.A., and A.A.W.B., but was active primarily in A.A.W.B. The Guild Director of Group Work and Recreation was active in N.A.S.W.

The Recreation Director of the B.B.S.S. had been a university instructor and still occasionally accepted college teaching assignments. The Lighthouse Recreation Director was a part time lecturer in sociology at Hunter College, and the Guild Director of Group Work and Recreation was an active member of the Group Work Section of N.A.S.W. and had written many published articles on group work.

Summary

Interpretations and Objectives

The study of current specialized recreation center operations revealed a startling agency phenomenon--insularity. There was practically no communication between and among the centers. This was even more surprising because their historical roots, philosophies, principles and objectives were

so similar and frequently identical. All the centers were located in New York City. All had come into existence within a twenty-year period, and had been operating and developing in the same community for approximately fifty years and longer. All functioned as ancillary units of legally chartered multi-function rehabilitation agencies for the blind. All paid appropriate homage to the ideal of individualization of the blind person within the agency, and within the community; and just about every piece of agency literature prominently proclaimed the slogan, "Help the blind to help themselves."

A remarkable aspect of center separateness lay in the fact that the center directors were all professionally qualified by education and training; and they had been in their respective positions from seven to more than twenty years. It seemed reasonable to conclude, therefore, that the factors which caused the isolation were indeed potent and residual in the agency power structure above the level of the center directors. Partial confirmation for this conclusion was noted by the absence of any reported relationships on the board of trustee level. Each of the four agency boards of directors contained upwards of thirty members. Many were prominent in the banking and business community of the city. Yet, there was no evidence of any inter-board

member contacts. The four agency executive directors had recently begun to meet monthly, but there was no indication of their concern with this problem. The pernicious effects of the lack of professional communication and cooperation were evident throughout the study. Everyone, it seemed, was doing a proper job, differently, but of course, in the best way for their center. The competition for members and community support seemed quite definitive.

People

Annual center membership enrollment varied from 58 at the B.B.S.S. to 1,116 at the Lighthouse Manhattan Center. There was firm agreement that the older, senior citizen member was increasingly dominating the center programs. The incidence of men and women in the programs paralleled the proportions for similar age grouping among the sighted.

A high degree of concurrence was reported about the minor effects on program of certain other membership characteristics, i.e., religion, race, nationality, marital status, lived alone, education, use of braille, traveled independently, indoor mobility and possession of usable vision. Except for independent travel, all the characteristics had but a minor effect on program. Travel was

considered a major influencing factor because the large majority of members required regular transportation, without which there would be no organized center program. These transportation costs ranged from one-fifth to one-third of the total recreation budgets in all the centers, except at the I.H.B. Club, which was primarily an evening center for younger working men who traveled independently.

Program Activities

Basic principles of program planning and activity formulation were excellently iterated in the written materials and in the personal interviews. The provision of a comprehensive program of activities to meet the varied needs, interests, and capabilities of the members was frequently expressed. There was recognition that program objectives were achieved and evaluated through the media of recreation activities. There was also an emphasis on the diagnostic and therapeutic aspects of specialized recreation, especially in the social group work oriented Guild Center program.

Reported activities were indeed numerous and varied. Many of these activities were included in the program during a season. On the basis of reported facilities, equipment, and staff, all could not have been conducted on a regular and continuing basis. Nonetheless, they did represent activities engaged in by blind individuals.

Dominant elements characterized each of the centers' activity programs, viz.: the B.B.S.S. program was essentially recreational, with arts and crafts the major activity; the I.H.B. program seemed to be recreational, with arts and crafts and special interest clubs the principal activities; the Lighthouse centers were recreation-education based, with arts and crafts, bowling, dancing, music, and special interest clubs the principal activities; the Guild Center was committed to the utilization of smaller groups in order to promote inter-personal relationships, and a wide variety of recreation activities were used to give the groups form and purpose. The Guild Center's policy to utilize group activities almost exclusively had met with some opposition from the membership. The realistic scarcity of qualified leadership was part of the difficulty. Another influencing variable pertained to the recreation finding that:

activities, per se, are valueless. It is only when a society or individual assigns them meaning that they acquire value. It is almost impossible to promote an activity which is unpopular regardless of the inherent recreation potential unless the group decides this activity is the thing to do.⁶³

Without adequate leadership, groups tend to function on a decreasing level of individual and group constructiveness.

⁶³L. H. Douglas Sessoms, "Recreation Pursuits...An Index to Personality," American Recreation Journal, III, No. 3 (November-December, 1962), 20.

Program activity data established arts and crafts as the core activity in all the centers, except the I.H.B. Club. Eurythmics attracted small groups. Larger mass dances were still sufficiently popular to warrant frequent and regular scheduling at the larger centers. Dramatics was included in some way in all the programs. At the Lighthouse Manhattan Center dramatics was planfully promoted and given sufficient resources to make it a major activity. Table games were popular in all the centers. Sports referred primarily to bowling, which was a major activity at the I.H.B. Club, the Lighthouse centers, and the Guild Center. Swimming was actively promoted at the Lighthouse Manhattan Center; but swimming apparently was not "valued by the group as the thing to do." Attendance was limited to a relatively few younger adults and an occasional oldster.

There were groups in all the programs. The groups varied qualitatively and quantitatively. At the I.H.B. Club the groups were organized into special interest clubs which were self-directing. Supervision was given on request, and was largely concerned with the coordination of club practices and I.H.B. policies, particularly with regard to fund raising and public relations. At the Lighthouse centers, the clubs were principally self-directing special interest groups varying in size from eight members to one hundred

fifty members. At the Guild Center, almost all program effort was directed toward the development of small common purpose groups in order to promote maximum inter-personal group interaction.

Wide use was made of literary and language activities. Many recreation needs were met through these activities, e.g., achievement, exhibition, affiliation, cognizance, exposition, activity, creativity and aesthetics. Many of the intrinsic and extrinsic restrictions of blindness were lessened by extending and improving communication knowledge and skills. The specified activities in this category included many which are more usually found in adult education subject classifications, e.g., Public Speaking, Spanish, Spelling, and Typing. The informality and flexibility within the groups identified them as recreation activities, and there was no denying the desire of many members for these activities.

Music in some form was a part of every center program. Three principal groupings were delineated. The first, involved singing groups, i.e., choruses, glee clubs, and general community singing. The second, concerned learning to play elementary instruments which were generally used for voice accompaniment, e.g., guitar, ukelele, auto-harp, recorder and harmonica. The third group included

music activities which were less participational, i.e., activities like music appreciation, and musicales intended as entertainment. Some centers included more formal opportunities for acquiring music skills. At the I.H.B. Club, a chorus was organized as a special interest unit and singing was the primary or only center activity for these members. Formal music lessons in basic band instruments were available at the Lighthouse Centers and at the I.H.B. Club.

Planful efforts to utilize the varied educational and entertainment resources of the city were reported by all centers, e.g., trips to the United Nations, Coliseum, Rockefeller Center, Circle Line around Manhattan, television programs, theatre and movies. Factors which limited off-premises activities included transportation difficulties, the need for many assisting staff members (usually volunteers), and the cost of admissions and services. Fee charging practices varied from no charges to full charges. Except for the Guild Center, the other agencies owned and operated one or more summer camps which were used to supplement the seasonal recreation programs. The centers which were club and group centered tended to have more outing activities, i.e., the I.H.B. centers and the Guild.

The non-sectarian statuses of the centers were carefully maintained with correct attention given to sectarian holidays and events. The Guild Center seemed almost defensive in its position to alter the Jewishness associated with its past parochialism. Religious activities were focused around inter-faith and brotherhood themes.

Parties, celebrations, and more formal banquets were popular with the members and utilized by staff to involve members in program planning and sharing. Such convivial occasions provided suitable settings for achievement recognition for members and for volunteers. The lounges and canteens were favorite gathering areas for informal discussions, banter, or just relaxing and listening, perhaps watching television. Some members preferred to spend at least a part of their recreation day in the non-scheduled informal atmosphere of the lounge.

Swimming seemed to be too much of a chore for most members even when the pool was in the building. Most of the swimmers were below thirty-five years of age.

The recreation-education oriented Lighthouse centers included a miscellany of activities which were introduced into the programs in response to membership interests and desires, e.g., Beauty Culture, First Aid, Home Nursing,

Mobility Training, Home Radio, and Tape Recording. The inclusion of these adult education subjects was illustrative of the conception of recreation as any human activity in which voluntariness of participation, flexibility in achievement, and satisfaction in the doing are the principal factors which define the experience.

Food Service

Food and refreshments were important aspects of all center programs. In addition to certain objective pros and cons, there seemed to be some emotional factors responsible for the frequent offering of "something to eat" to members. This tendency was often witnessed on the part of less adequate volunteers who regularly brought candy or cookies to activities.

The positive aspects of providing meals included the following: for many economically marginal members, the meal represented a significant monetary saving, a needed nutritional supplement, a welcomed respite from the demanding chores involved in meal procurement when one is blind, and perhaps some needed tangible evidence of center interest and concern. Even for the members financially able to pay the cost of a meal in a restaurant, the problem of travel and being served engendered too many anxieties. Having

meals with one's associates in a recreation setting seemed to promote relaxation and friendly relationships. The negative aspects of eating were concerned primarily with the "bread and circus" implications as these related to the pauperization of the members. Apparently some members needed food for reasons other than physical hunger, and unpleasant reactive behavior resulted. Efforts to make "feeding" as constructive as possible included careful regulation of the atmosphere and tone of the dining room, a regard for the quality and quantity of the food, as well as the manner in which the food was served, and nominal fee charging. Food service seemed to be a necessary, desirable, but expensive aspect of program.

Leadership

The center directors and most of their supervisors possessed advanced degrees in education and/or social work. However, there was enormous disparity in qualification and training among the paid leaders and teachers. Expediency and pragmatic evidence of technical skill in discrete activities like arts and crafts, ceramics or sewing were sufficient basis for employment. There were no discernible educational standards for staff, although an undergraduate degree was an assumed minimum. However, availability when

needed, a little skill, and willingness to work at a minimum salary were sufficient warrant for employment, education notwithstanding.

There was widespread dependence upon volunteers. Almost sixty per cent of staff was unpaid. Yet, recruitment, orientation, training, and supervision of volunteers were conducted largely in a haphazard way, despite considerable literature on the subject of volunteers. Reality needs for almost any type of assistance frequently dictated the acceptance of inadequate helpers.

Many factors interfered with the upgrading and professionalization of staff. Critical staff shortages precluded sufficient program time for in-service training, group, or individual conferences. There were no legal qualifications, and even the agencies with professional affiliations seemed to succumb to expediency in choosing recreation staff. Salaries were substantially below recommended professional minimums, and varied significantly even within an individual center. The effects of agency and center insularity were plainly to be seen. Active membership in professional groups was minimal, and participation at conventions and meetings was usually on a parallel rather than cooperative basis.

Administration

The membership season usually began in early October and ended in early June. For the membership, the season was from thirty-five to forty weeks long. Administrative, supervisory, and some leadership staff came in from two to five weeks before the members, to plan, organize and prepare the program. A similar period was utilized after the membership season, to record, discuss recommendations, prepare inventories and clean up. Many of the staff were also involved in center preparations for the summer camp activities.

Most members were permitted one session per week. Limitations in budget, facilities and staff determined the frequency of attendance rather than member need, although there were infrequent exceptions. High transportation and food service costs also precluded more frequent individual attendance. Another influencing factor was an apparent administrative need for high enrollment statistics which could be achieved by restricting regular multiple attendances.

Within the centers, there seemed to be planful efforts to actively involve the membership in activity program planning. However, demographic and blindness characteristics limited extensive membership concern with program planning. Activity program planning was almost completely the province of the director and the supervisors.

No relationship seemed to exist between the quality and/or quantity of performance and center costs. The annual per capita recreation service cost at the Lighthouse Manhattan Center was computed at \$101.80. On a similar computation basis, the annual per capita Guild Center cost was \$298.38. This was an extraordinary difference, especially since the program activities in both centers were similar in their extensiveness. Both centers reported wonderful achievements, too.

So many different and vague budgetary and accounting procedures were reported, it was not possible to induce many significant comparisons between or among centers.

Next to salaries, transportation was the largest single item in most center budgets. Specialized recreation centers do not serve concentrated neighborhood areas. The estimated incidence of blind persons at 1.98 per thousand of population includes all blind individuals, e.g., the young, the hospitalized, the institutionalized, as well as the employed, most of whom are not interested in or available for specialized center recreation. The specialized recreation center population therefore inhabits a large geographic area within which provisions for regular transportation are a fundamental prelude to organized specialized center recreation--and it is the blind individual who cannot travel

independently who most needs specialized recreation.

Despite intensive recruitment and planning efforts, transportation provided by volunteers was not sufficiently reliable for the operation of an organized program. The services of private companies specializing in the transportation of handicapped individuals were the soundest way to solve the problem. All the centers required members in receipt of public assistance to reimburse part of the transportation cost because such an allowance was obtainable on request from the local welfare unit. Many centers ask for reimbursement from all the other members, too, if they are able to pay. Available data on transportation reimbursement indicated that few non-welfare members paid.

The characteristic location of the special center in a building which housed the parent organization, or in one of its branch buildings, underscored the ancillary nature of recreation as an adjunct to the multi-rehabilitation services. As a result of these proximate locations, many of the other agency services were at hand, and most or all maintenance and necessary supportive services were provided by the parent agency. This absolved the center directors from direct responsibility for such tasks as cleaning, repairs, heat, light, moving furniture, and securing the building; many clerical responsibilities including office

equipment, supplies, telephone, case and clerical records, files, insurance, fire regulations; and a host of business and accounting chores involved with the processing of orders, bills, payrolls and personnel procedures. Public information and publicity were usually an official function of the parent organization.

Facilities and equipment were judged to be only moderately adequate. Since the 1914 Manhattan Lighthouse Center building was constructed, with auditorium, bowling alley and swimming pool, there had been some improvement. However, enrollments were increasing and programs were expanding. All the center directors reported a need for additional space designed for more flexible and functional usage. No great need for adaptations because of blindness was noted. However, few of the centers could claim even some of the minimum adaptations, e.g., narrow, reasonably straight hallways with appropriate rails along the wall, rounded corners at sharp turns, a sound device or specially shaped and/or textured doorknob when the door opened onto a dangerous area.

CHAPTER VI

OPERATIONAL PRINCIPLES FOR SPECIALIZED RECREATION CENTERS

Introduction

The satisfaction of recreation needs of blind adults was established as the fundamental and general purpose of the Specialized Center. Next, a descriptive study of selected Specialized Recreation Centers revealed the coincidence of certain conditions and certain apparent consequences in their current operations. Facts concerning an existent situation are only one part of the picture in any dynamic situation involving people. Principles, too, are essential for critical and consistent judgments concerning present operations; and principles are necessary to serve as guides for continuing growth and development. Institutions concerned with the human condition must continually grow and develop just like the people served. Examined and evaluated program operations inevitably evolve to higher and higher levels of fulfillment, a process quite like that which is indigenous to rational man.

In the literal translation from the Latin principeum, principle means "beginning," not in the sense of time, but in the sense of reason.¹ Induction and deduction are skillfully implied in Williams' succinct definition, "A principle is a general concept based on facts of scientific pertinency or on philosophic judgment arising from insight and/or experience."² Operational principles are widely accepted as primary guides for the determination of policies and procedures which are concerned with functions and duties in recreation.

The study of current statuses revealed a serious dichotomy between expressed interpretations and objectives, and widely variant functions and practices for their implementation. Critical and comparative evaluation was extremely difficult because of the absence of explicit and fundamental principles. Helpful communication between and among centers was almost non-existent, in part at least, due to the lack of a common body of operational principles which all center personnel could accept with sufficient conviction.

Paper clips and pencils are necessary but minor ingredients in the clerical structure of a specialized

¹Good, op. cit., p. 412.

²Williams, op. cit., p. 5.

recreation center or any educational or community institution. General concepts about paper clips and other clerical trivia can be formulated. Common sense considerations suggested that for this study, the degree of specificity and subordination should be on a level which would produce principles that were fundamental, i.e., central and prominent.

Procedure

The universality of a common core of basic human needs, or recreation needs, was a firmly established social science conceptualization. The development of broad operational principles for Specialized Recreation Centers for blind adults, therefore, began with documentary exploration for established operational principles for non-specialized recreation centers for sighted adults. Essential principles were sought in the categorical classifications utilized for the systematic and comprehensive study of current status operations, viz.: interpretations and objectives, auspices, people, leadership, administration, history and trends, and professions.³

The recreation and center literature concerned with principles was vast, attesting to the importance of primary

³Larsen, Fields, and Gabrielsen, op. cit., p. 46.

guidance concepts. Hutchinson's entire book was devoted to recreation principles.⁴ The examined literature included recreation textbooks, graduate studies in recreation and in work for the blind, and authentic books and pamphlets on work for the blind. These data disclosed that in a document titled "A Study of Recreation Functions and Personnel in Selected Private Agencies," Ball had formulated and validated two hundred and forty-nine operational principles.⁵ These principles served as a basis from which to develop the necessary central and prominent principles for the operation of specialized centers for blind adults. Three criteria were considered in delimiting Ball's principles, viz.: (1) that the principles relate directly to recreation centers; (2) that the principles relate to recreation centers for adults; (3) that principles similar in content and intent be combined and listed only in the category in which the essential factors were of greatest pertinence. The reduced principles were then analyzed and reformulated on the basis of the data developed in the preceding sub-problems and in the authoritative and professional

⁴Hutchinson, op. cit., p. 46.

⁵Ball, op. cit., pp. 541-63.

recreation and specialized literature. A determined and successful effort was made to limit the number of central and prominent principles to one hundred. This recommendation was approved by the doctoral committee chairman in the interest of research feasibility, as well as on the basis of the practical utility of the validated principles.

Validation of Principles

Subsequent validation was achieved through the judgments and recommendations of five qualified experts who were asked to agree, agree in part, or disagree with the derived tentative principles. These experts included (1) Arthur Copeland, M.A., Director of Burrwood Home for the Blind; (2) Jacob Fried, Ph.D., Executive Director, Jewish Braille Institute of America, Inc.; (3) Pamela Kessler, M.S.W., Supervisor, Children's Psychiatric Unit, Lenox Hill Hospital; (4) Joan Miller M.A., Program Director, Lighthouse Manhattan Center; (5) Robert Shapiro, M.S.W., Program Director, Lenox Hill Neighborhood Association, Inc.

The jury judgments not in full agreement were substantiated by written comments which were quite explicit and helpful. These were evaluated. Some principles were reworded; two were combined; a few remained as they were after a clarifying discussion with the respective jurors. In a

few instances, clarification was not sufficient for the juror to alter his judgment. However, in no instance was it necessary to discard a proposed principle.

The comments, questions and final judgments for each principle follow:

Interpretations

Three principles were included in this category.

Although the jury judgments were not unanimous, there was sufficient concurrence to warrant their validation, viz.:

	Agree	Agree in Part	Dis-Agree
1. The furtherance of individual self-realization through opportunities for activities and experiences which liberate and satisfy the intrinsic needs of every citizen should be the central purpose of democracy.	5		
2. For many blind adults, visual impairment should be considered a severely disabling handicap, which significantly limits opportunities to liberate and satisfy intrinsic needs, and opportunities for self-realization.	4		1
3. The specialized recreation center should be considered a socially valid institution because its essential function is to provide opportunities for activities and	4	1	

experiences which liberate and satisfy intrinsic needs of blind adults, thus serving also as a preventive and therapeutic instrumentality for the mental and physical health of individuals and the community.

	Agree in Part	Dis- Agree
Agree		

The first principle provided the dominant article of faith in American democracy, i.e., individual worth as the fundamental value and self-realization as the fundamental purpose. The jury of experts agreed.

There was one disagreement with the second principle. Perhaps there was some significance in the fact that in relation to this principle, Fried may have had a personal bias because of his visual handicap. As a successful executive and professor of sociology he would agree to modify his judgment only if the second word were changed from "many" to "some." Demographic trends in the field indicated that more than half the blind individuals in the country were over sixty-five years old. The rapidly growing incidence of older persons presaged an increasing number of older blind individuals, many of whom would need specialized recreation center services. Since four of the five experts agreed,

and the data tended to substantiate their judgments, the principle was retained without alteration.

The third principle embodied the second and flowed from it in the sense that the latter was the implementation of the former. One of the jurors felt that the statement was too broad because there was no reference to those blind individuals whose needs could be met satisfactorily in the non-specialized center. There undoubtedly were some blind persons for whom the non-specialized center was an adequate solution. The specialized center was concerned with the many blind persons alluded to in the second principle.

Objectives

Three general principles were included in this category, viz.:

4. The specialized recreation center should provide its participants with opportunities for the greatest variety of individual, group, and inter-group experiences, qualitatively and quantitatively, which meet recreation needs and wants so that maximum individual satisfaction will result with individual and group values enhanced through maximum interaction with the animate and inanimate environment.

	Agree	Agree in Part	Dis-agree
5			

	Agree	Agree in Part	Dis-Agree
5. The specialized recreation center should be a community facility in which a blind individual may experience a self-strengthening consciousness of kind through positive identification and sharing with similarly handicapped individuals, the problems and stresses concomitant with visual impairment in a sight-oriented society.	5		
6. The specialized recreation center should continually emphasize the restoration factor implicit in rehabilitation by providing the greatest variety of recreation experiences, qualitatively and quantitatively, in a climate which promotes self-regard, self-determination and independence, so that the handicapped individual can increasingly participate in ever-widening areas of specialized and non-specialized recreation activities.	5		

Partial agreement of one expert with the fifth principle was based on his opinion that "stresses and problems should not be a part of a recreation program." This was rather a naive point of view and at variance with common experience. Copeland agreed that perhaps his concern was that unsupervised sharing of fears and anxieties could deepen gloom and discouragement.

Auspices

Four principles were concerned with individual and/or community forces and motivations which initiate and sustain the specialized agencies and their subsidiary recreation centers.

	Agree	Agree in Part	Dis- Agree
7. Every community and/or group of contiguous communities should have an unpaid person, and/or committee charged with thinking, planning and working to provide specialized opportunities for the most constructive use of the leisure time of the isolated and inactive blind individuals who reside in the area.	4	1	
8. The existence of the specialized recreation center should be based upon the determined recreation needs of blind individuals who require specialized recreation service as revealed through sound, cooperative and continued community inquiry and research.	5		
9. The specialized recreation center should complement and supplement, but not compete with other community centers and agencies, and should establish definite patterns of cooperative relationships with these other organizations, including the existent United Fund Organization and/or Community Council of Social Agencies.	5		

10. The legal authorization (charter), and/or constitution, and/or organizational directives should be sufficiently broad in scope to allow for changes in function to accommodate changes in community and participant needs, and to permit experimentation with new programs which may provide more effective service in relation to the objectives of the center.

Agree	Agree in Part	Dis-agree
5		

At first, there was general dissent with the seventh principle. Analysis of the expressed reasons revealed two related objections. Copeland, who "agreed in part," was concerned about the availability of volunteers sufficiently adequate in training and experience to operate a specialized center. Fried "disagreed" because he felt the need was too important for dependence upon unpaid volunteers. Miller "agreed in part" only because the wording of the principle seemed to include public as well as private auspices. Shapiro's objection was to the apparent implication that unpaid personnel would administer, supervise and conduct the activities.

Answers to both objections were implicitly contained in the categorical designation, "auspices." According to Larsen, Fields and Gabrielsen, auspices refers to the

function that provides the setting, or place, and the impetus, or stimulus through which individuals or groups act and cooperate.⁶ The reference was clearly to a community-based board of trustees which would be charged with the responsibility for determining broad policies and financing only. Clarification of principle 7 was achieved by rewording it as follows: 7. "Every community and/or group of contiguous communities should have a special committee charged with thinking and planning to provide through public and/or private auspices, opportunities for the constructive use of the leisure time of isolated and inactive blind individuals who reside in the area." There was full agreement by all, except Fried, who agreed in part only.

Fried "agreed in part" only to principle 9. His objection was to the specification of the United Fund Organization. Although the other four experts did not question this principle, Fried's point seemed valid. The phrase was deleted and the principle was changed to read as follows: 9. "The specialized recreation center should complement and supplement, and not compete with other regular or specialized centers; and should establish definite patterns of

⁶Larsen, Fields, and Gabrielsen, op. cit., p. 57.

cooperative relationships with the other centers as well as with the existing coordinating community council."

People

There was complete agreement for principle 11.

Miller disagreed with principle 12 because there was an implication that sighted members should be included as regular activity participants. Her well taken point was that sighted members would tend to form their own group or groups, and create more problems than they would solve. The reference in the principle was to selected and trained staff, paid and unpaid. This point was clarified in the next related principle 13, which was an affirmative implementation of the concept expressed in principle 12. Miller agreed in part only for principle 13 with the caution that the sighted should participate as volunteers only. While Copeland agreed with this principle, he suggested clarification. In order to meet Miller's objection, which seemed valid, and in view of Copeland's suggestion, the principle was reworded, viz.:

13. "The specialized recreation center should planfully include selected, trained and supervised sighted volunteer workers in order to maximize recreation experiences for the member, as well as to provide educational and social experiences for the sighted individuals who upon their return to the community will act as emissaries of the center."

	Agree	Agree in Part	Dis- agree
11. There should be recognition that for some blind adults the specialized recreation center program might be needed only temporarily, while for others the program might represent an optimal level of rehabilitation and in many instances, habilitation.	5		
12. The specialized recreation center should not be composed entirely of visually handicapped persons because such complete segregation would tend to overstress common individual and social hardships resulting from blindness and limit opportunities for positive and varying recreation experiences which link individuals with reality and society.	5		
13. The specialized recreation center should planfully include selected non-visually handicapped individuals as participants and/or volunteer workers in order to promote maximumization of recreation experiences for the blind members as well as to directly involve and inform the community.	5		

Programs

From the broadest point of view, program may be considered as the totality of center functions. Nonetheless, recreation activities and experiences were at the core of

center functions. It was widely recognized and accepted that interpretations were implemented, objectives achieved, leadership and administration judged, finances and facilities evaluated largely through the media of recreation activities and experiences. The characteristic personality of each center was determined by the composite of recreation activities and experiences in the program.

Because of its comprehensiveness, program principles were delineated for validation within eight subordinate classifications, viz.: General Considerations, Economic Considerations, Geographic Considerations, Facilities Considerations, Time Considerations, Activity Selection Considerations, Evaluation Considerations, Protective Considerations.

General Considerations

There were fourteen principles numbered from 14 through 27, viz.:

	Agree	Agree in Part	Dis- agree
14. The specialized recreation center program should be conducted in a manner and by methods consistent with the interpretations and objectives of the center; and any activity introduced into the program should be considered in terms of its potential for contributing to the purposes and objectives of the center.	5		

	Agree	Agree in Part	Dis- agree
15. There should be due recognition of social science findings which indicate that more desirable development and achievement result when group and/or individual relationships occur within a democratic as opposed to an autocratic milieu.	5		
16. In planning program, use should be made of standards developed by national recreation associations and societies with such modifications as may be expedient to meet the particular needs of particular groups in a particular community; but such modifications should be minimal and necessary for reasonable and constructive participation and achievement.	5		
17. The program of every member should be carefully and individually planned because blind individuals who need specialized recreation services require skilled grouping and activity selection.	5		

Principles 14 through 16 were approved unanimously. Copeland and Fried had some reservations and "agreed in part only on principle 17. Copeland agreed with the principle as an ideal, but felt it seldom worked completely in practice. What human endeavor ever worked completely in practice? Fried urged consideration of flexibility in programming. He agreed that the phrase "carefully and individually planned"

strongly implied such flexibility. Principle 17 was therefore retained as worded. Both willingly changed their judgments to "agree."

	Agree	Agree in Part	Disagree
18. The specialized recreation center program should provide opportunities for membership participation in both active and passive activities, but encourage physical movement because immobility is one of the primary resultants of visual deprivation. An individual is more a part of his environment when he moves in it.	5		
19. The center should provide opportunities for individuals to have recreation experiences alone, but considering the strong social isolation factors in blindness, emphasis should be given to group-centered and inter-group activities in which participants can share past and present experiences in a positive and self-strengthening fashion.	5		
20. Large mass gatherings of blind participants should be avoided because the resulting confusion and lack of individualized consideration tend to over-emphasize limitations of blindness.	4	1	

Shapiro agreed in part on principle 20. He felt that large mass programs could serve positive purposes if they

were well planned, adequately supervised, staffed with a sufficient number of oriented volunteers, and designed as a member participant affair rather than a member spectator event. The validity of the comment was obvious, and principle 20 was reworded to include the constructive suggestions, viz.: 20. "Large mass gatherings of blind participants should be carefully planned to provide for maximum membership participation in planning a constructive theme or purpose, and in preparation and operation of the activity, with the assistance of adequate staff, paid and volunteer, in order to promote acceptable behavior conducive to positive interpersonal contacts, and in order to avoid the confusions and lack of individualizations which tend to over-emphasize and dramatize the effects of blindness."

21. The specialized recreation center program should provide for a maximum of membership opportunities for positive experiences in homogeneous as well as heterogeneous groupings based on differentiating factors like sex, age, race, national origin, intelligence, religion, education, socio-economic status, intellectual and/or physical capacities and other human characteristics.

	Agree	Agree in Part	Dis- agree
5			

	Agree	Agree in Part	Dis- agree
22. There should be recognition of the fact that many groups contain potential indigenous leaders who should be provided with maximum opportunities for developing and utilizing their leadership talents.	5		
23. Centers should select activities and experiences which have strong carry-over and extension values in relation to home use by the individual; for even in their own homes, opportunities for meeting recreation needs may be limited.	5		
24. Centers should provide for activities through which the blind participants can make, through their strengths and skills, some contribution to other members or groups in the community.	5		
25. There should be significant recognition of the importance of social climate in the center, as this is influenced by staff and participant attitudes, so that there will be a lessening of the stigma of blindness and a strengthening of individual appraisal and self-regard.	5		

Copeland disagreed with principle 25 only because meaning and purpose were not clear to him. He readily agreed to the content and wording in discussion. Since the other jurors

had had no difficulty with the meaning and intent, the principle was not reworded.

	Agree	Agree in Part	Disagree
26. There should be sufficient recognition of even simple achievements which are earned by special toil because of blindness, but there should not be insincere or suffusive praise for mediocrity, nor excessive debilitating solicitude.	5		
27. Because many of the blind members frequently have unmet non-recreation needs, the specialized recreation centers which are not affiliated with comprehensive rehabilitation agencies should provide competent consultation and referral services, and be located where the needed ancillary services are readily available; and have a close cooperative liaison with such community resources.	5		

Economic Considerations

There were only two principles in this suborder, principle 28 proposing the maximum utilization of available public funds; and principle 29 concerned with the constructive use of free services and fee charging. There was unanimity of judgment for the first economic principle. In the second, Miller felt that greater emphasis should be given to fee

charging in order to counteract the feelings of dependency and pauperisms associated with blindness. She agreed that this was the essence of the second part of the principle, except that it was stated positively.

	Agree	Agree in Part	Dis- agree
28. Because blindness and restricted mobility inevitably necessitate costly transportation, the specialized recreation center should explore the availability of public welfare or public recreation funds for regularly recurrent program expense items.	5		
29. The specialized recreation center should plan its program in relation to the economic capacities of the blind individuals to be served; no financially needy blind person should be denied service; and selective fee charging for membership, special activities, meals and materials should be utilized only to enhance the blind person's status, self-regard and to promote greater participant involvement in program operations.	5		

Geographic Considerations

Two principles were delineated in this area. Principle 30 was concerned with the observed tendency of the specialized centers to isolate themselves and to make minimum

use of available community services. Principle 31 dealt with the reality of mobility losses and residential locations of blind persons in need of specialized center services.

	Agree	Agree in Part	Dis-agree
30. The specialized recreation center should plan its program in relation to the physical and cultural resources of the community and make full use of such resources.	5		
31. Because lessened outdoor mobility is a predominant factor in blindness, the specialized recreation center should plan its facilities and program in relation to the locational density of the blind individuals to be served, and should take into consideration modes of travel and transportation, including their costs.	5		

Facilities Considerations

Seven principles were devoted to this classification. The first two; principle 32 and principle 33 were concerned largely with safety and mobility. There was full agreement by the jurors.

	Agree	Agree in Part	Dis-agree
32. Special construction features which will contribute to safety, as well as encourage independent mobility, should be included, i.e.,	5		

	Agree	Agree in Part	Dis- agree
reasonably straight halls free of unnecessary obtrusions, easily identifiable doors to toilets and exits to stairwells, and for those participants with some usable vision optimum lighting and coloring.			
33. Centers should provide personnel and participants with knowledge, skills, and attitudes relating to personal and group safety in the use of equipment and materials; i.e., mundane habits of putting chairs close to tables, fully opening or closing hinged doors, participation in monthly fire and emergency drills, and in being aware of and reporting discovered program hazards.	5		

The next three principles, 34 through 36, dealt with the character of the center site.

	Agree	Agree in Part	Dis- agree
34. In choosing a site, attention should be paid to general current and future stability of the neighborhood, the availability of public utilities, transportation, pleasant surroundings, avoidance of neighborhood nuisances, and general accessibility.	5		

	Agree	Agree in Part	Dis- agree
35. The site should be sufficiently large to accommodate the building with ample parking and car storage area, as well as landscaping and outdoor activity areas and the design should provide for future expansion without major material alterations.	5		
36. The atmosphere and character of the physical plant should create an impression of friendliness and warmth; it should not be severe, imposing or forbidding, i.e., institutional.	5		

Principle 37 urged multiple use of facilities and equipment, and principle 38 recommended sufficient space area as well as sufficient specialization of rooms for various activities. There was full agreement on these principles. At the suggestion of Copeland, food preparation and dining-room facilities and equipment were added to principle 38, i.e.: 38. "In addition to providing space and appropriate equipment for the greatest variety of recreation activities and experiences, including food preparation and dining, there should be necessary private offices for staff, a conference room of suitable size, a waiting area for visitors, ample storage space, conveniently located rest room facilities for staff and participants, public toilets, public telephones,

a first aid room and a receptionist location which will adequately safeguard the building."

	Agree	Agree in Part	Dis-agree
37. Multiple use of facilities and equipment should be considered in planning and operation to assure most effective and efficient recreation service.	5		
38. In addition to providing space and appropriate equipment for the greatest variety of recreation experiences, the center should include necessary private offices for staff, a conference room of suitable size, waiting area for visitors, ample storage space, rest room facilities for staff and participants, public toilets, public telephones, a first-aid room, and reception and/or entrance and exit arrangements which will safeguard the security of the building.	5		

Time Considerations

The data gleaned in the study of current statuses revealed that administrative factors like statistics and finances were the primary determinants of program time. Participant need considerations were minimal. The two principles in this subject area were necessary and timely concepts. There was unanimous agreement by the jurors.

	Agree	Agree in Part	Dis- agree
39. Specialized recreation centers should operate throughout the year because the economic and social resources of the participants are generally limited.	5		
40. Frequency of attendance and daily program time should be determined by the needs of the participants in relation to the resources of the agency and its purposes and objectives.	5		

Activity Selection Considerations

Five principles in this grouping urged opportunities for wide and varied choices among activities which would tend to utilize and strengthen the remaining perceiving senses, promote experience with and appreciation of beauty in line, form, color, sound, or body movement; encourage singing and experience rhythm, and enhance socialization and camaraderie associated with the partaking of food and refreshments. Principles 41 through 45 encompass these concepts.

	Agree	Agree in Part	Dis- agree
41. The center program should be sufficiently broad in scope and depth of activities and experiences in order to meet the varieties of recreation needs	5		

	Agree	Agree in Part	Dis- agree
based on individual and cultural factors like age, sex, capacity, ability, experience and interest.			
42. The specialized recreation center program should include activities and experiences which will tend to utilize and strengthen the remaining perceiving senses of the members in order to promote reality links and the reorganization of the individual to optimum functioning despite sight impairment.	5		
43. The specialized recreation center should provide opportunity for participants to make something of beauty in line, form, color, sound, or graceful use of his own body, and/or in appreciation in what others do if he cannot himself use these forms of expression.	5		
44. The program should provide opportunities for participants to know, learn and use a few songs so they can sing when they feel like it, and to experience rhythm in some way.	5		
45. Specialized recreation center programs which include partaking of food and refreshments should provide facilities and food service which will promote pleasure, unhurried comradeship, while also giving attention to the social aspects of eating related to table skills and dining deportment.	5		

Full agreement was reported for the five principles in this activity selection suborder classification.

Evaluation Considerations

The study of existing specialized center operations revealed a deplorable lack of critical evaluation of programs. Despite well expressed and laudable interpretations and objectives, there was little discernible effort to examine achievements qualitatively, however fragile the tools and methods for such analysis. Statistics expressed in terms of enrollment and attendance were the dominant and frequently the only criteria for judging the efficacy of an event, an activity, or the program. It was interesting that Copeland disagreed with the evaluation principle. He stated, "I see no need for a formal, regular and frequent evaluation in a recreation setting." His reference was to an evaluation of the individual member. He conceded that evaluation of the program aspects exclusive of the members was valid. He assumed that the concern here was with problem behavior and recommended referral to case workers. Here, of course, Copeland was at variance with the social group workers. Without any imputation of professional inferiority, the full approval of the other experts, and now even Copeland's partial approval, suggested retention of principle 46.

46. The specialized recreation center should establish effective methods for recording and reporting program activities and member statuses so that regular, frequent, and valid evaluations can be made, evaluations based on demonstrated operations and accomplishments.

Agree	Agree in Part	Dis-agree
4	1	

There was agreement by all that recognition of individual and group experience was a desirable principle.

47. The specialized recreation center program should provide for planful and purposeful recognition of individual and group achievements in order that participants may experience a strengthening sense of accomplishment.

Agree	Agree in Part	Dis-agree
5		

Protective Considerations

The five protective principles were predicated on reality factors which were characteristic of the majority of existing center members, e.g., elderly, debilitated, poor mobility. Yet it was important that within reasonable considerations of foreseeable hazards, the members be encouraged to move independently. No jurors questioned any of the protective principles, viz.:

	Agree	Agree in Part	Dis-
48. The specialized recreation center which is unaffiliated with a comprehensive rehabilitation or welfare organization should, as a part of its intake process, require physical and other reports for all regularly attending members so that programming and supervision may include consideration of activity and other program limitations.	5		
49. Trained and competent first-aid personnel should be available during program activities.	5		
50. Administrative and supervising personnel should be familiar with the procedures operative in emergency situations of member illness and accident, i.e., when and how to call an ambulance, doctor, priest, and relatives.	5		
51. The specialized center program should include a formal organized procedure for orienting new members to the facility, staff, and membership program.	5.		
52. Individual orientation and independent movement should be continuously promoted through the appropriate use of brailled materials, guide rails, special door knobs, canes and continued instructional tours guided by staff and/or selected members.	5		

Leadership

All program factors are integrated to function in certain patterns of relationships through which the enterprise, as a whole, moves slowly or rapidly, or perhaps not at all, in the general direction of avowed interpretations and objectives. All program factors are essential, but their influence varies in importance. The fact that "leadership" is the sine qua non of program factors is the firmest of professional convictions. Substantial empirical evidence as well as common sense confirms this conclusion. Good leadership can make a good program despite other mediocre program elements, like poor facilities or even poor administration. Good administration implicitly connotes adequate leadership; but good leadership is not necessarily inherent in good administration, nor in fine facilities or glib slogans. Given any length of time, leadership quality determines the adequacy of program.

In the context of this subject classification, leadership referred to both paid and unpaid (volunteer) resource individuals who were charged with the responsibility of utilizing their energies, personalities, and skills for the implementation of program objectives. In this sense, too, such leaders were status leaders, in contrast to

indigenous leaders who came from or were chosen by the membership.

The leadership data gleaned from the study of the current statuses of the selected specialized centers revealed a woeful lack of adequate leadership, especially on the level where personal contacts were made and relationships were formed with the members.

Leadership principles were classified into three groupings, viz.: General, Leadership Role Considerations, and Volunteer Considerations.

General

There were four comprehensive principles in this group concerned with quantity and qualifications of paid staff on the three principal levels of administrative functioning, i.e., leader, supervisor, administrator. The first three principles were approved without dissent, although Copeland commented on the idealistic nature of principle 53. Miller suggested the inclusion of a reference to the possession of necessary skills. This was valid and the phrase was added to principle 54 as follows: 54. "Staff should possess adequate physical, mental, emotional, and social abilities as well as necessary recreation and/or group work skills required for successful performance on the three staff functional levels."

	Agree	Agree in Part	Dis- agree
53. The center should have sufficient personnel in the various staff classifications, i.e., advisory, administrative, supervisory, instructional and/or leader, for the effective achievement of the program's purposes and objectives.	5		
54. Staff should possess adequate physical, mental, emotional and social abilities necessary for successful performance in the various staff classifications.	5		
55. Center personnel should possess professional and legal qualifications of their respective professions or disciplines.	5		
56. In addition to the professional and legal qualifications, leaders should possess the following: <ul style="list-style-type: none"> a. The physical health to perform the assigned job. b. An adequate sense of humor and balance. c. An outgoing enthusiasm which reaches out to people. d. Sufficient knowledge of the history and developments in the specialized field of "work for the blind." 	5		

Copeland and Miller agreed in part only with principle

56. Their comments were more suggestive than critical.

Copeland doubted that new personnel could be recruited with

sufficient knowledge of the history and developments in work for the blind. He readily agreed that sufficient basic knowledge could be easily acquired by reading one book like Rev. Thomas J. Carroll's, Blindness. Miller's suggestion was that principle 56 was sufficiently similar in content to principle 54 for combination. This was feasible on the basis of content but she agreed that it would make the scope of either too extensive.

Leadership Role Considerations

The next three principles involved considerations of staff time schedules in relation to the strain of working directly with handicapped individuals, even in a recreation setting; and the fact that professional obligations required knowledge of, and compliance with center aims and purpose, but not complete agreement with a particular method to achieve these aims and purpose. This latter principle was particularly significant because of the apparent dichotomy between interpretations and the variant recreation activity methodologies in the current center operations. Copeland's disagreement with principle 59 was related to the evident disparity between objectives and methods of implementation. Copeland's succinct, "Do not feel that leaders must of necessity be social group workers,"

expressed the reaction of a recreation worker on the defensive. He quickly agreed that a professional recreation worker should have a broad understanding of social group work and that this did not make him a group worker.

	Agree	Agree in Part	Dis- agree
57. Recognition should be given to the exceptional strain on staff which is concomitant with giving direct service to members in specialized recreation centers, so that time schedules will permit the most adequate performance possible without harm to the leader's physical, mental, emotional, or social well-being.	5		
58. Leaders should know, understand, and have a complete sympathy with the purposes and aims of the center, but this does not imply complete agreement with any one method that might be used to achieve particular objectives.	5		
59. The leaders should have a broad understanding of the field of social group work and of recreation.	5		

Volunteers' Consideration

Principles 60 through 63 included content regarding the many ways in which the well-selected, carefully assigned unpaid worker could serve the center; the importance of orientation and supervision of the volunteer so that he

might help to promote the positive climate which results from the attitudes and behavior of all individuals in program; the necessity for formalization through written procedures of methods for implementation in practice; and finally the recommended procedure when a volunteer continued to exhibit inability to refrain from attitudes and behavior which debilitate the members and the other staff workers.

There was general full agreement on the four principles. Two suggestions by Miller were accepted by the other jurors. In principle 62, the word "selection" was added at the beginning of the sentence, i.e.: 62. "Procedures and practices for the selection, orientation, supervision, and evaluation of volunteers should be explicitly formulated and implemented. In principle 63, the accepted amendment referred to reassigning the difficult volunteer to tasks requiring little or no contact with members, i.e.: 63. "Volunteers whose attitudes and behavior persistently tend to strengthen blindness stereotypes should be referred for appropriate supervisory and/or administrative consultation with the object of either reassignment to activities requiring little or no contact with members, or if this is not possible suggesting a transfer of interest to another community agency."

	Agree	Agree in Part	Dis- agree
60. The volunteer should be recognized as an important program resource as an advisory member, fund-raiser, instructional-leader or assistant, integration link, community link within and without, general program assistant for innumerable mundane tasks like serving refreshments, guiding and transportation.	5		
61. Leaders should be aware of the significant contributions possible by well-oriented and well-supervised volunteers in relation to the promotion of the proper climate and attitudes which will tend to weaken blindness stereotypes within and outside the center.	5		
62. Orientation, supervision and evaluation of volunteers should be explicitly formulated and implemented.	5		
63. Volunteers whose attitudes and behavior persistently strengthen blindness stereotypes should be referred for appropriate supervisory consultation with the object of arranging a transfer of interest to another community endeavor.	4	1	

Administration

Meyer and Brightbill described recreation administration as the act of planning, organizing, managing and directing organized recreation.⁷ To some extent every leader, paid or unpaid, is required to administer. Of course, on the supervisory level the emphases are altered, and managerial elements are more clearly discernible. On the administrative levels the dominant factors are planning and organizing, with managing and directing responsibilities present to a lesser extent, depending on the nature and size of the operation.

The study of current administrative practices in the selected specialized centers had revealed a significant and remarkable dissimilarity. The almost complete insularity of the centers was indicative of strong parochial power control above the level of the recreation director. There were many indications that intra-agency communications could be characterized as less fluid than they should have been. The B.B.S.S. Recreation Director did not have accurate knowledge about her budget. The I.H.B. recreation budget was rigidly controlled above the level of the Recreation Director,

⁷Meyer and Brightbill, op. cit., p. 25.

and an all-powerful Executive Director determined virtually all policy. At the Lighthouse, the Recreation Director had more direct control of the recreation budget, but again, an all-powerful Director of Services determined all policies concerned with direct services to members. At the Guild, the all-powerful determiner of policies was the Executive Director. Except for the Director of the B.B.S.S., Department for the Handicapped, who had been on the job for about ten years, the other policy and procedure formulators had been in their positions from approximately thirty-five to forty-five years.

It was noted that the boards of directors were heavily weighted with representatives from banking and commerce. A factor which seemed insidiously to contribute to agency insularity was deduced from the apparent prevalence of board members of particular religions on certain boards. No one would acknowledge this surmise, but even a casual review of the listed boards of directors showed that the majority of board members at the I.H.B. seemed to be Roman Catholic; at the Lighthouse they seemed to be Protestant; and at the Guild they were predominantly Jewish. There were no discernible channels for membership and/or lower level staff communications with the board of directors. Fact and impression led to the inescapable conclusion that general

administration in the parent agencies and in the specialized recreation centers tended to be strongly authoritarian.

Twenty-six, slightly more than one-quarter of the total of one hundred principles, were included within the administration classification. Some of these principles might have been placed in other categories, e.g., leadership. However, the evident weaknesses in operational principles shown by the data on current center policies and practices, dictated their concentration and emphasis in the administrative category.

The first three principles, 64, 65, and 66, were addressed to the problems attendant to the all-important Board of Directors, i.e., its composition, relationship with center members, and its basic functions.

There was full agreement about the need for a high level but varied membership. A suggestion by Copeland, followed by discussion with the other experts, led to the rewording of principle 64, viz.: 64. "The Board of Directors should include able and influential community leaders representing a broad spectrum of cultural interests, viz.: finance, industry, commerce, labor, public office, communication and public relations media, service clubs, women's organizations, prominent members in the helping professions of medicine, law, social work and education, as well as

selected responsible center members, with all considered for membership on the basis of interest and merit, and regardless of race, creed, national origin and/or physical handicap."

Copeland agreed only in part about having able membership representation on the board. He agreed, if complete objectivity could be guaranteed, but conceded that the word "able" implied sufficient objectivity for effective representation.

64. The Board of Directors should include able and influential community leaders representing a broad spectrum of cultural interests: finance, industry, commerce, unions, public officials, political leaders (non-partisan interest); communication and public relations; clerics and lay religious personages; representatives of service clubs, particularly women's organizations; prominent members of the helping professions, i.e., medicine, law, social work, and education; executives from other service agencies for the blind; selected responsible blind participants; and if not already included in the preceding, members of "the society" of the community.

	Agree	Agree in Part	Dis- agree
5			

	Agree	Agree in Part	Dis- agree
65. The Board of Directors should include able membership-participant representation to serve as an official channel for membership expression.	5		
66. The Board of Directors should be concerned primarily with broad policy-making decisions in matters relating to the continuing validity of the center's purposes and objectives, and how these are being accomplished through the administration of the center's operations.	5		

The Executive Director, as the primary administrative leader, was the subject of the next eight principles. There was no dissent by the experts.

	Agree	Agree in Part	Dis- agree
67. The administrative leadership should coordinate the functions of organization, management, supervision, and instructional leadership, so that all operations are directed toward the most effective achievement of the purposes and objectives of the center as developed with the Board of Trustees.	5		

	Agree	Agree in Part	Dis- agree
68. The administrative leadership should provide the organizational structure, personnel, policies, procedures and finances to enable the effective fulfillment of program purposes and objectives.	5		
69. The form and content (structure and method) of administration should be in accordance with the basic philosophy of the center and should be considered a means of implementing its interpretations and achieving its objectives.	5		
70. The aims and objectives of the specialized recreation center should be clearly formulated in a written statement against which the program of the center may be regularly and frequently evaluated on the basis of appropriate and valid program data reported by the staff.	5		
71. Although all persons concerned with the outcome of administration should have some sort of planning commensurate with their responsibilities and interests, there should be one executive director accountable for carrying out the policies established by and with the Board of Directors.	5		

	Agree	Agree in Part	Dis-agree
72. Administrative leadership in management should establish the channels by means of which facilities and equipment may be maintained; personnel may be employed and developed; records may be kept; programs may be financed; and public relations established; to carry out the aims and objectives of the Agency. Refer to American Recreation Society, "Personnel Practices for Recreation Departments and Agencies" c-1959.	5		
73. There should be employment and personnel practices which insure the selection of properly qualified staff, adequate working conditions and a salary scale commensurate with staff training and job responsibilities. Personnel practices, job descriptions and qualifications should be formulated in writing.	5		
74. The administrative and supervisory management of the center should be structured so that direct lines of responsibility and authority are established which are understood and accepted by all concerned.	5		

Principle 75 was marked "Disagree" by Copeland because of lack of clarity. It was reworded with agreement from the other jurors, viz.: 75. "In specialized recreation

centers where staff size necessitates three staff levels of functions, i.e., administrator, supervisor, and leader, the supervisor should have the principal responsibility for selecting paid and unpaid staff to effectively carry on the program."

Copeland also objected to the wording in principle 76 because he felt personal characteristics, like sex, age, and disabilities might be a realistic bar to a particular job. The principle was clarified as follows: 76. "The professional, training and experience qualifications of the individual for the job should be the primary considerations regardless of age, sex, physical disability, race, creed, or national origin, unless such factors would interfere with effective functioning on the particular job." All the jurors agreed to the change.

	Agree	Agree in Part	Dis-agree
75. The supervisors should select paid and volunteer staff that may adequately carry on the program.	5		
76. In staffing, the qualifications of the individual for the job should be the first consideration regardless of such factors as age, sex, disabilities.	5		

There was full jury agreement for principles 77 through 80.

	Agree	Agree in Part	Dis-agree
77. Recognition should be given to the need of the members of the specialized recreation center to have contact with a staff composed of both men and women.	5		
78. Recognition should be given to the need of members of the specialized recreation center to have contact with a staff composed of both blind and seeing persons.	5		
79. Planned regular supervisory conferences, individual and group, should be considered an important method of in-service training and staff evaluation which will serve to foster staff growth, cooperation, and more effective achievement of the center's objectives.	5		
80. In the utilization of part-time staff, every effort should be made to schedule assignments and working time so that such workers will be available for participation in individual and group conferences.	5		

In the judgment of two of the jurors, Copeland and Miller, principle 81 with which they fully agreed, could be easily combined with previously agreed upon principle 79.

They were combined. The other experts agreed with the rewording, viz.: 79. "Planned regular staff conferences, individual and group, should be considered an essential supervisory method of in-service training and staff evaluation which will serve to foster staff growth, cooperation, high morale, and more effective achievement of center objectives."

	Agree	Agree in Part	Dis- agree
81. The supervisors should plan and carry out in-service training programs with the instructional-leader staff members, and such programs should be focused on the needs of staff in relation to the objectives of the center.	Combined with principle 79.		
81. The supervisor should be responsible for ascertaining that all facilities, equipment and supplies are maintained in good working condition, and are completely safe for use by participants.	5		
82. The supervisor and the instructional leader should seek constantly for new supplies and equipment that will enhance the program. This should include the rich resources that are available in scrap materials and which may be secured with little or no expenditure of funds.	5		

83. Salary levels should relate to those prevailing in the area, supplemented by the established professional salary standards designed to attract and hold competent personnel.

	Agree	Agree in Part	Dis- agree
5			

Both Copeland and Miller had some question about principle 84. Copeland thought the word "dignified" was too vague. Miller felt that salary rewards were inconsistent with the fixed scale and graded steps specified in the next principle, 86. Copeland's suggestion was well taken by the other experts and the principle was changed to read as follows: 84. "Promotion of general staff morale should be achieved through individual and personal supervisory recognition of work quality and through fair salary rewards, as well as through dignified overt group recognition at staff meetings and/or social functions."

84. Recognition of work quality and promotion of general staff morale should be achieved through dignified recognition and fair salary rewards.

	Agree	Agree in Part	Dis- agree
5			

	Agree	Agree in Part	Disagree
85. There should be specific salary ranges providing for minimum and maximum pay with discrete intermediate steps for automatic time increases on the basis of satisfactory performance.	5		
86. All the principles with respect to professional staff should be observed in the selection, training and supervision of the clerical and maintenance personnel.	5		
87. The agency should meet generally accepted standards of responsible operation in areas such as business procedures, insurance coverage, provision for health and safety of members and staff, and record-keeping.	5		
88. Centers should provide for a regular annual, or more frequent, review of necessary protective aspects of the program by a safety committee representative of staff and members, and including insurance and safety advisors.	5		

Public Relations Considerations

Social surveys have shown that a large percentage of the citizens have a very vague notion of what social agencies do and why they are necessary.⁸ As a voluntary institution

⁸Walter A. Friedlander, Introduction to Social Welfare (2d ed.; Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961), p. 189.

it was essential to bring to the attention of the community the value of the agency and the specialized recreation center. The next six principles dealt with efforts to enlist understanding, concern, active participation and support for all recreation and general rehabilitation services. There was full concurrence for these principles, which follow:

	Agree	Agree in Part	Dis-agree
89. The specialized recreation center should devise methods of publicity, public education, and solicitation of funds which will safeguard the interests of both the contributors and the members served, as well as promote achievement of the objectives of the center.	5		
90. Center personnel and membership should be made aware of their continuous role as community informants about the center's objectives and accomplishments.	5		
91. Administration should planfully develop a broad base for continued and substantial fund raising from private and public sources utilizing accredited methods of solicitation.	5		
92. Fund raising should not control or unfavorably influence program functioning or the attainment of program objectives.	5		

	Agree	Agree in Part	Dis- agree
93. In raising funds for capital and operating expenses, the code of good practices established by the American Association of Workers for the Blind should be followed.	5		
94. A properly credited financial report should be made public annually.	5		

The next categorical classification in the Larsen, Fields, Gabrielsen outline was "History, trends." No specific discrete principles in this area were developed by Ball or noted in the literature reviewed. A reference to knowledge of the history and of trends in the field of work for the blind was included in one of the leadership principles, i.e., principle 56.

Professions

The final category was hardly a mutually exclusive classification. Perhaps even more than any of the other classifications, professionalism was an integral aspect of leadership, administration, and the conduct of recreation activities. It seemed to be a generalized impression in work for the blind, at least among the qualified professional social science personnel, that progress in the specialized

field was woefully behind in comparison with the quality of services in work for the handicapped generally. In 1956, the Director of Community Planning Division of the American Foundation for the Blind, Inc., remarked that there was a paucity of professional literature and all too little professional experience in rendering social group work and recreation services for blind persons.⁹ Four years later, from the same source came the following, "Every competent and dedicated individual in our field is dismayed by the low level of our services and by our collective ignorance."¹⁰

The jurors were in full agreement with the five principles which pertained to "Professions."

	Agree	Agree in Part	Dis-agree
95. Active membership in professional and service local and national recreation and group work organizations should be encouraged, and attendance at professional institutes and conferences should be facilitated.	5		

⁹Letter from Alexander F. Handel, Community Planning Director, American Foundation for the Blind, Inc., to the investigator, February 10, 1956.

¹⁰Alexander F. Handel, "A View of Things to Come: Community Services for the Blind, 1980," The New Outlook for the Blind, LIV, No. 1 (January, 1960), 2.

	Agree	Agree in Part	Dis- agree
96. The center should provide the means by which leaders may secure additional training through in-service programs as a part of agency work; through granting permission to leaders to attend training sessions given by colleges, groups of agencies or other training centers. This should be included as part of the leader's time on the job.	5		
97. Agencies should establish methods for promotion in salary levels. These methods should take into consideration the fact that one who achieves in a direct leadership level is of great value to the agency, and should be able to attain higher salary levels without assuming supervisory responsibilities. There is a need for and there should be a salary for the "master leader."	5		
98. The center should maintain a staff library stocked with standard and current professional writings, and promote frequent use of the materials through regular discussional meetings.	5		
99. The specialized recreation center leadership should be continuously alert to developments in the social service professions which may result in changes in methods and materials which will enhance participant achievement and/or center accomplishments.	5		

A general critique of the instrument was solicited from the jury members. There was praise for the extensiveness and timeliness of the content. Copeland felt that there was still some overlapping despite the reduction from Ball's initial two hundred forty-nine principles.

There was final full agreement on ninety-five of the one hundred starting principles. Twelve principles were reworded to the judgment satisfaction of at least four of the five experts. Finally, only four principles were not fully agreed upon. Of these, only one had four full agreements and one disagreement. The others all had four full agreements with a partial agreement. Over-all, this was a highly significant and positive concurrence. The validated listing of essential operational principles with their final score markings appear in the Appendix.

APPENDIX

APPENDIX

Williamstown & Metropolitan Baseball Association
 8 Illawarra Street
 Williamstown W.16
 Victoria, Australia

The Officer in charge
 New York Association for the Blind
 111 E. 59th Street
 New York 22, N.Y.

Dear Sir:

Some weeks ago I wrote to the Australian-American Association asking if that body could give me particulars of how baseball is played in the American Institutions for the blind. They referred my letter to the United States Information Service in Sydney, from whom I received a reply giving me a few particulars and referring me to your Institution.

Cricket is played by the blind in our Institutions and competitions are held yearly between the various States. A member of the Melbourne Institution is keen to have baseball played also and, as I have coached baseball teams here for the last eighteen years, I have been asked if it would be possible for me to introduce it. I am very keen to help these unfortunate people and would be pleased if you could let me have all particulars as to the rules, size of Diamond, methods under which the game is played, description of ball etc., in fact, I would value you would be kind enough to let me have.

In Cricket our people use a cricket ball with a bell inside but this would hardly be suitable for baseball. Therefore I would be pleased if you could also arrange for me to secure the same type of ball as used in your Institutions. I would be pleased to pay for same myself and donate it to our people.

As my American friend could tell you, I have done a lot for baseball in this country and if I can do something to introduce it for the pleasure of the blind people here then I feel I will have done something to help them.

Trusting you will be able to help in this matter, and thanking you in anticipation,

Yours sincerely,
 H. J. Lowe

North Williamstown Baseball Club

STATE OF OREGON
OREGON FAIRVIEW HOME
2250 Strong Road
Salem

The Lighthouse
New York Association for the Blind
111 East 59th Street
New York, N.Y.

Gentlemen:

I recently contacted the National Recreation Association in New York asking for information on recreational activities for the blind and they suggested that I contact you.

Oregon Fairview Home is the state institution for the mentally retarded and many of our boys and girls are blind, thereby making it difficult to select suitable leisure time activities for them.

Any information or assistance from you will be greatly appreciated.

Very truly yours,

OREGON FAIRVIEW HOME

(Mrs.) Joan E. Hamlin
Recreational Director

STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL REHABILITATION
Macon, Georgia

Mr. Maurice Case
Director of Recreation
New York Association for the Blind
111 East 59th St.,
New York, N. Y.

Dear Mr. Case:

We plan to conduct an orientation and adjustment center for 2 months period during the summer. We plan to devote a portion of our time to recreational activities for the clients during the time they are at the center. I wrote the American Foundation for the Blind regarding their suggestions for recreational activities. They have sent me a publication and have recommended that I contact you regarding the program which you are currently developing and operating. Any information which you might give us regarding your experiences and recommendations will be greatly appreciated.

Very cordially yours,

John W. Lewis
Placement Agent

THE AMERICAN NATIONAL RED CROSS

Office of the Field Director
Eastern Area
Walter Reed Army Hospital
Washington 12, D. C.

18 February 1955

Lighthouse
The New York Association for the Blind
111 E. 59th Street
New York, New York

Dear Sir:

We are aware of the excellent research and active work you are doing for the blind through your association.

The Red Cross recreation staff at Walter Reed is interested in obtaining material for ideas and recreational activities to help in planning a program for this type of disability.

We would appreciate any suggestions you might send us along this line.

Very sincerely yours,

(Miss) Edith N. Smith
Field Director

Summary of article by George Meyer and Joseph Kohn, "Recreational Interests of Blind Adults," New Outlook for the Blind, XLIII, No. 9 (November, 1949), 251-253.

Reported recreational interests of 151 interviewed individuals of whom 106 were females and 45 males; age range was from one person under 20 years to two over 90 years with the medium age at 51 years. Eighty-four per cent attended regular schools, less than 1% attended residential schools; 20% had been blind since birth; 41% had no usable vision; 41% had only light perception.

Recreational Activities of Blind People:

Radio listening	81
Visiting.	41
Church activities	37
Movies and theatre.	36
Entertainment and socials	21
Knitting and other handwork	20
Dancing	18
Clubs	13
Playing cards	13
Motoring.	11
None.	11
Walking	10
Music	10
Fishing	7
Other games and hobbies	7
Swimming.	6
Gardening	6
Braille reading	6
Community activities.	5
Camping	3
Visiting shut-ins	2
Drinking beer	2
Eating at restaurants	1
Bus riding.	1
Photography	1

April 25, 1960

I ask for your professional assistance in making available program data about your specialized group work-recreation program for blind adults.

This is in connection with my doctoral dissertation (descriptive-survey) at New York University, which I trust will make some needed positive integrative contribution.

One of the sub-problems to be solved is titled: "To determine the current status of selected specialized recreation center programs; and to indicate how the blindness of the participants affects these programs." I plan to get pertinent data through available agency written materials, viz.: pamphlets, reports, program schedules, staff manuals, procedures, etc. These data will be supplemented by some planned observation and the use of an interview-schedule. Please note that essentially this is a program study rather than a depth case study of program participants so that a minimum, if any, data of a confidential nature will be involved. The confidential nature of all data will be rigidly safeguarded.

The specific categories for which information is requested follow:

1. Purposes and objectives of the program.
2. Special characteristics of the program participants (in addition to visual handicap).
3. Program content (specific activities).
4. Leadership and supervision.
5. Site, facilities, equipment, activity materials.
6. Financing (budget, fees, special fund raising).
7. Problems in relation to the specific factor of visual handicap (transportation, indoor mobility, activity adaptations, leader-participant ratios, etc.).

Please note that this request is for available written materials. I shall be glad to personally call for these materials if mailing is difficult.

I invite your current and future utilization of any of the data and recommendations which will result from this study.

Your understanding and cooperation are very much appreciated.

Sincerely,

Maurice Case, Director
Recreation Division

February 1, 1961

I am doing a descriptive-survey of existing specialized recreation centers for blind persons in New York City, as part of a doctoral thesis at New York University-School of Education.

Dr. J. Fitzgerald suggested that I contact you regarding a comprehensive, and perhaps validated, agency review form. I plan to interview and observe in the operating centers.

Do you have such a review or evaluation form or outline?

Thank you for your cooperation.

Sincerely,

Maurice Case
Recreation Director

Interview-ScheduleCurrent Status Study of Selected Specialized Recreation Center

Name of Agency: _____

Name of Center: _____

Address: _____

<u>Interviewee</u>	<u>Date</u>	<u>Title</u>	<u>Interviewee</u>	<u>Date</u>	<u>Title</u>

4. People: Significant characteristics of individuals served.

In the absence of precise client data the Recreation Director and/or the knowledgeable personnel will be asked for general indications of the extent to which a pertinent characteristic affects program.

a. Number served in 1960				b. Estimate percentage of clients in economic groups			
				Low	Medium	High	
<u>Ages</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Under \$3,000</u>	<u>\$3,000 to \$7,000</u>	<u>Over \$7,000</u>	
<u>20-24</u>							
<u>25-34</u>							
<u>35-44</u>							
<u>45-54</u>							
<u>55-64</u>							
<u>65 and over</u>							
<u>Total</u>							

c. What is the extent to which program is significantly affected by the characteristics listed below?

<u>Characteristic</u>	<u>Major</u>	<u>Minor</u>	<u>Not at All</u>	<u>Comment</u>
1) <u>Religion</u>				
2) <u>Race</u>				
3) <u>Nationality</u>				
4) <u>Marital Status</u>				
5) <u>Lives Alone</u>				
6) <u>Educational Level</u>				

<u>Characteristic</u>	<u>'Major'</u>	<u>'Minor'</u>	<u>'Not at All'</u>	<u>Comment</u>
7) <u>Reads Braille</u>				
8) <u>Independent Travel</u>				
9) <u>Indoor Mobility</u>				
10) <u>Usable Vision</u>				

5. Programs: Recreation activities. Check columns if activity is offered, (v); cross check (x), if blindness necessitates unusual adaptation of equipment or teaching method, (other than tempo of instruction and performance). If cross checked (x), explain below.

a. Arts and Crafts

1) Basketry	13) Pottery Ceramics
2) Beadcraft	14) Reed Raffia
3) Carving, Whittling Wood, bone, soap	15) Rugs
4) Cookery	16) Sculpture
5) Collage	17) Sewing
6) Jewelry	18) Tiling
7) Leather	19) Weaving
8) Metal	20) Woodwork
9) Millinery	21)
10) Needlework	22)
11) Crochet, Knitting Embroidery	23)
12) Plastic	24)

ACTIVITY	DESCRIBE ADAPTATIONS
Cookery	
Jewelry	
Leather	
Millinery	
Sewing	

b. Dance

1) Regularly scheduled classes for formal instruction

1) Folk	4) Square
2) Modern	
3) Social	

Comment regarding adaptations: _____

2) Non-teaching and/or mass dances. For each dance use designations below:

- Frequency: Weekly (W); Monthly (M); Occasionally (O).
- Time: Specify day and hours.
- Participants: Registered member (Rm); Registered volunteer (Rv); General (G); Public (P).
- Music: Paid Band (PB); Volunteer Band (VB); Records (R); Tape (T).
- Refreshments: Specify.
- Charges: Specify.
- Comments: Identifiable special characteristics of attendants.
- Adaptations: Specify below:

Frequency	Time	Participants	Music	Refreshments	Charges	Comments

Adaptations: _____

d. Games and Sports

1) <u>Carnivals, bazaars, fairs</u>	1) <u>Bingo</u>
2) <u>Workshops, skits</u>	2) <u>Bowling</u>
3) <u>Productions, plays</u>	3) <u>Gymnastics</u>
4) <u>Shows</u>	4) <u>Ping Pong</u>
5) _____	5) <u>Pool (billiards)</u>
6) _____	6) <u>Roller Skating</u>
_____	7) <u>Table Games</u>
_____	_____

[illegible]

1) <u>Committees</u>	5) <u>Self-Governing</u>
2) <u>Discussion</u>	6) <u>Service</u>
3) <u>Friendship</u>	7) <u>Special Interest</u>
4) <u>Hobby</u>	8) _____
_____	_____
_____	_____
_____	_____

f. Language Activity

- | | |
|---------------------------------|---------------------------|
| 1) <u>Library</u> ----- | 9) <u>Reading</u> ----- |
| 2) <u>Braille</u> ----- | 10) <u>Spelling</u> ----- |
| 3) <u>Debates</u> ----- | 11) <u>Typing</u> ----- |
| 4) <u>Forums</u> ----- | 12) <u>Writing</u> ----- |
| 5) <u>Languages</u> ----- | 13) ----- |
| 6) <u>Lectures</u> ----- | 14) ----- |
| 7) <u>Newspaper</u> ----- | 15) ----- |
| 8) <u>Public Speaking</u> ----- | 16) ----- |

Comment regarding adaptations: -----

g. Music Activity

- | | |
|-----------------------------------|------------------------------------|
| 1) <u>Autoharp</u> ----- | 7) <u>Folk songs</u> ----- |
| 2) <u>Bands</u> ----- | 8) <u>Guitar</u> ----- |
| 3) <u>Bands (harmonica)</u> ----- | 9) <u>Music appreciation</u> ----- |
| 4) <u>Bands (rhythm)</u> ----- | 10) <u>Musicals</u> ----- |
| 5) <u>Chorus</u> ----- | 11) <u>Ukulele</u> ----- |
| 6) <u>Community sings</u> ----- | 12) ----- |

Adaptations: Comment regarding procurement of instruments, braille of
lyrics and musical chords -----

h. Nature and Outing

- | | |
|-------------------------------------|---------------------------------------|
| 1) <u>Nature study</u> ----- | 5) <u>Hiking</u> ----- |
| 2) <u>Camping (overnight)</u> ----- | 6) <u>Picnics, trips, rides</u> ----- |
| 3) <u>Excursions</u> ----- | 7) ----- |
| 4) <u>Fishing</u> ----- | 8) ----- |

Adaptations: Comment regarding guiding and fees: -----

i. Religious Activityj. Social Activity

1) <u>Ceremonials, festivals</u> -----	1) <u>Banquets, celebrations, parties</u> -----
2) <u>Discussions</u> -----	2) <u>Lounge</u> -----
3) <u>Sectarian groups</u> -----	3) <u>Television</u> -----
-----	4) <u>Canteen</u> -----

Adaptations: ----- Adaptations: -----

k. Aquatics

1) <u>Diving</u> -----	4) <u>Water games</u> -----
2) <u>Life-saving</u> -----	5) <u>Skin diving</u> -----
3) <u>Swimming</u> -----	6) <u>Scuba</u> -----

Adaptations: -----

l. Other Activities

1) <u>Beauty culture</u> -----	3) <u>Home nursing</u> -----
2) <u>First aid</u> -----	4) <u>Mobility</u> -----

Adaptations: -----

3. Food Service: Is food prepared on premises?

List paid kitchen staff:

List volunteer kitchen staff:

How is food served?

Indicate meals and time served:

Charge for meals:

Who partakes of meals?

Is food included in recreation budget?

Describe administration and supervision of food service -----

7.

6. Leadership: Personnel who serve members.

a. Paid

Position	Full	Part	Volun-	Total	Salary Range	
	Time	Time	teer		Full Time-Weekly	Part Time-Hourly
Leader						
Supervisor						
Administrator						
Clerks						
Maintenance						
Total						

b. Volunteer

- 1) Who recruits:
- 2) Method of recruitment:
- 3) Training:
- 4) Supervision:
- 5) Evaluation:
- 6) Recognition and awards:

Comments re: problems about volunteers: _____

7. Administration

a. Program Operation Time

b. Daily Program Time & Attendance

	Opens	Closes	Weeks	Mon.	Tues.	Wed.	Thurs.	Fri.
1) Participants								
2) Leaders								
3) Supervisors								
4) Administrators								

c. Frequency of Individual Attendance

c.

Once Weekly Twice Weekly Often
 % % %

Comment regarding frequency of individual attendance: _____

d. Program Planning

1) Indicate degree of participation, using terms none, low, medium, high.

BoardStaffMembersOthers

 Comment: -----

2) How are individual member programs developed? -----

e. Finances - Calendar year 1960

<u>Item</u>	<u>1960</u>	<u>Comment on type budget</u>
1) <u>Annual Budget</u>		
2) <u>Gifts - Donations</u>		
3) <u>Fees - charges</u>		
4) <u>Agency Member Dues</u>		
5) <u>Other</u>		

Do preceding costs include other administrative costs like telephone, stationery, maintenance, public information, executive costs?

Comment: -----

List intra-program charges:

<u>Item</u>	<u>Charge</u>	<u>Comment</u>
<u>Club Dues</u>		
<u>Activity</u>		
<u>Materials</u>		
<u>Transportation</u>		
<u>Other</u>		

Comment: -----

f. Transportation:

	'Check 'if used	'Fee 'charged	'Comment
1) <u>Paid</u>			
1) <u>Agency cars</u>			
2) <u>Hired cars</u>			
3) <u>Other</u>			
2) <u>Volunteer</u>			
1) <u>Organized</u>			
2) <u>Private</u>			

g. Records and written materials: The selected Recreation Centers are all administrative units of general rehabilitation organizations in which comprehensive individualized case records are kept for all clients receiving services.

- 1) Who develops recreation report on member?
- 2) What is frequency of report?
- 3) Are there individual member program cards?
- 4) List statistics kept and indicate frequency of reporting.
 - a) Daily membership attendance _____
 - b) Activity group attendance _____
 - c) New Members _____
 - d) Inactive _____

h. Maintenance and Housekeeping: Who is responsible for:

- 1) Repair of equipment -
- 2) Regular cleaning -
- 3) Moving of heavy equipment -
- 4) Major repairs to building -

i. Safety:

- 1) Is there a safety committee?
- 2) Describe emergency or accident procedure (doctor, priest, ambulance, first aid): _____

- 3) Are fire drills held regularly?
- 4) What is procedure for orienting new members? _____

5. Facilities: Check to show whether building is owned (), or rented (), or other ().

Comment: _____

Check (v) Use column if facility serves multiple purposes; cross check (x) if significant adaptation is necessary because of blindness.

	<u>No.</u>	<u>Use</u>	<u>Comment re: adaptation and/or multiple use</u>
1) <u>auditorium</u>			
2) <u>bowling alleys</u>			
3) <u>ceramics</u>			
4) <u>club</u>			
5) <u>craft</u>			
6) <u>dance</u>			
7) <u>dining</u>			
8) <u>dramatics</u>			
9) <u>exercise</u>			
10) <u>game</u>			
11) <u>gymnasium</u>			
12) <u>kitchen</u>			
13) <u>library</u>			
14) <u>locker</u>			
15) <u>lounge</u>			
16) <u>music</u>			
17) <u>roof</u>			
18) <u>sewing</u>			
19) <u>snack bar</u>			
20) <u>swimming</u>			
21) <u>T.V.</u>			
22) <u>typing</u>			
23) <u>woodwork</u>			
24) <u>other</u>			

k. Out of door facilities:

	<u>No.</u>	<u>Use</u>	<u>Comment re: adaptation and/or multiple use</u>
1) <u>benches</u>			
2) <u>games</u>			
3) <u>picnic</u>			
4) <u>other</u>			

General comments regarding strengths, weakness, and recommendations in following areas:

1) People served: _____

2) Program offered: _____

3) Leadership: _____

4) Administration: _____

With the summer over, I am back in the city and eager to continue the work on my dissertation. You agreed to serve as an expert in specialized recreation for blind adults for the purpose of validating my "Operational Principles for Specialized Recreation Centers for Blind Adults."

I have done my utmost by editing, combination, and elimination to reduce almost three hundred principles to one hundred, which I consider basic and central for inclusion in a practical manual. The manual is the second part of my dissertation and a complimentary copy will be made available for you.

Data for the formulation of the one hundred principles have come from an extensive variety of sources in the fields of Recreation, Social Group Work, Work for the Blind, plus many years of personal experience in the operation of specialized recreation centers.

The method for indicating your judgments is simple--just check the appropriate column, viz.: Agree, Agree in Part, Disagree. If you check columns 2 or 3 please note your reasons on the reverse side of the page. I shall welcome your learned comments and please feel free to suggest principles which I may have failed to formulate.

I am enclosing a self-addressed stamped return envelope for your convenience. Thank you again for your cooperation. It is much appreciated.

Sincerely,

Maurice Case, Director
Recreation Division

OPERATIONAL PRINCIPLES FOR SPECIALIZED
RECREATION CENTERS FOR BLIND ADULTS

Interpretations

	Agree	Agree in Part	Dis- agree
1. The furtherance of individual self-realization through opportunities for activities and experiences which liberate and satisfy the intrinsic needs of every citizen should be the central purpose of democracy.	5		
2. For many blind adults, visual impairment should be considered a severely disabling handicap, which significantly limits opportunities to liberate and satisfy intrinsic needs, and opportunities for self-realization.	4		1
3. The specialized recreation center should be considered a socially valid institution because its essential function is to provide opportunities for activities and experiences which liberate and satisfy intrinsic needs of blind adults, thus serving also as a preventive and therapeutic instrumentality for the mental and physical health of individuals and the community.	4	1	

Objectives

	Agree	Agree in Part	Dis- agree
4. The specialized recreation center should provide its participants with opportunities for the greatest variety of individual, group, and inter-group experiences, qualitatively and quantitatively, which meet recreation needs and wants so that maximum individual satisfaction will result with individual and group values enhanced through maximum interaction with the animate and inanimate environment.	5		
5. The specialized recreation center should be a community facility in which a blind individual may experience a self-strengthening consciousness of kind through positive identification and sharing with similarly handicapped individuals, the problems and stresses concomitant with visual impairment in a sight-oriented society.	5		
6. The specialized recreation center should continually emphasize the restoration factor implicit in rehabilitation by providing the greatest variety of recreation experiences, qualitatively and quantitatively, in a climate which promotes self-regard, self-determination and independence, so that the handicapped individual can increasingly participate in ever-widening areas of specialized and non-specialized recreation activities.	5		

Auspices

	Agree	Agree in Part	Dis- agree
7. Every community and/or group of contiguous communities should have a special committee charged with thinking and planning to provide through public and/or private auspices, opportunities for the constructive use of leisure time of isolated and inactive blind individuals who reside in the area.	4	1	
8. The existence of the specialized recreation center should be based upon the determined recreation needs of blind individuals who require specialized recreation service as revealed through sound, cooperative and continued community inquiry and research.	5		
9. The specialized recreation center should complement and supplement, and not compete with, other regular or specialized recreation centers; and should establish definite patterns of cooperative relationships with the other centers as well as with the existing coordinating community council.	5		
10. The legal authorization (charter), and/or constitution, and/or organizational directives should be sufficiently broad in scope to allow for changes in function to accommodate changes in community and participant needs, and to permit experimentation with new programs which may provide more effective service in relation to the objectives of the center.	5		

People

	Agree	Agree in Part	Dis- agree
11. There should be recognition that for some blind adults the specialized recreation center program might be needed only temporarily, while for others the program might represent an optimal level of rehabilitation and in many instances, habilitation.	5		
12. The specialized recreation center should not be composed entirely of visually handicapped persons because such complete segregation would tend to overstress common individual and social hardships resulting from blindness and limit opportunities for positive and varying recreation experiences which link individuals with reality and society.	5		
13. The specialized recreation center should planfully include selected, trained, and supervised sighted volunteer workers in order to promote maximumization of recreation experiences for the members, as well as to provide educational and social experiences for the sighted individuals who upon their return to the community will act as emissaries of the center.	5		

Programs

General Considerations

	Agree	Agree in Part	Dis- agree
14. The specialized recreation center program should be conducted in a manner and by methods consistent with the interpretations and objectives of the center; and any activity introduced into the program should be considered in terms of its potential for contributing to the purposes and objectives of the center.	5		
15. There should be due recognition of social science findings which indicate that more desirable development and achievement result when group and/or individual relationships occur within a democratic as opposed to an autocratic milieu.	5		
16. In planning program, use should be made of standards developed by national recreation associations and societies with such modifications as may be expedient to meet the particular needs of particular groups in a particular community; but such modifications should be minimal and necessary for reasonable and constructive participation and achievement.	5		

	Agree	Agree in Part	Dis- agree
17. The program of every member should be carefully and individually planned because blind individuals who need specialized recreation services require skilled grouping and activity selection.	5		
18. The specialized recreation center program should provide opportunities for membership participation in both active and passive activities, but encourage physical movement because immobility is one of the primary resultants of visual deprivation. An individual is more a part of his environment when he moves in it.	5		
19. The center should provide opportunities for individuals to have recreation experiences alone, but considering the strong social isolation factors in blindness, emphasis should be given to group-centered and inter-group activities in which participants can share past and present experiences in a positive and self-strengthening fashion.	5		
20. Large mass gatherings of blind participants should be carefully planned to provide for maximum membership participation in formulating a constructive theme or purpose, and in preparation and operation of the activity with the assistance of adequate staff, paid and/or volunteer, in order to promote acceptable behavior conducive to positive interpersonal	4	1	

	Agree	Agree in Part	Dis-agree
contacts, and in order to avoid the confusions and lack of individualizations which tend to over-emphasize and dramatize effects of blindness.			
21. The specialized recreation center program should provide for a maximum of membership opportunities for positive experiences in homogeneous as well as heterogeneous groupings based on differentiating factors like sex, age, race, national origin, intelligence, religion, education, socio-economic status, intellectual and/or physical capacities and other human characteristics.	5		
22. There should be recognition of the fact that many groups contain potential indigenous leaders who should be provided with maximum opportunities for developing and utilizing their leadership talents.	5		
23. Centers should select activities and experiences which have strong carry-over and extension values in relation to home use by the individual; for even in their own homes, opportunities for meeting recreation needs may be limited.	5		
24. Centers should provide for activities through which the blind participants can make, through their strengths and skills, some contribution to other members or groups in the community.	5		

	Agree	Agree in Part	Dis-agree
25. There should be significant recognition of the importance of social climate in the center, as this is influenced by staff and participant attitudes, so that there will be a lessening of the stigma of blindness and a strengthening of individual appraisal and self-regard.	5		
26. There should be sufficient recognition of even simple achievements which are earned by special toil because of blindness, but there should not be insincere or suffusive praise for mediocrity, nor excessive debilitating solicitude.	5		
27. Because many of the blind members frequently have unmet non-recreation needs, the specialized recreation centers which are not affiliated with comprehensive rehabilitation agencies should provide competent consultation and referral services, and be located where the needed ancillary services are readily available; and have a close cooperative liaison with such community resources.	5		
<u>Economic Considerations</u>			
28. Because blindness and restricted mobility inevitably necessitate costly transportation, the specialized recreation center should explore the availability of public welfare or public recreation funds for regularly recurrent program expense items.	5		

29. The specialized recreation center should plan its program in relation to the economic capacities of the blind individuals to be served; no financially needy blind person should be denied service; and selective fee charging for membership, special activities, meals and materials should be utilized only to enhance the blind person's status, self-regard and to promote greater participant involvement in program operations.

Agree	Agree in Part	Dis-agree
5		

Geographic Considerations

30. The specialized recreation center should plan its program in relation to the physical and cultural resources of the community and make full use of such resources.

5		
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31. Because lessened outdoor mobility is a predominant factor in blindness, the specialized recreation center should plan its facilities and program in relation to the locational density of the blind individuals to be served, and should take into consideration modes of travel and transportation, including their costs.

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Facilities Considerations

32. Special construction features which will contribute to safety, as well as encourage independent mobility, should be included, i.e., reasonably straight halls free of

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	Agree	Agree in Part	Dis-agree
unnecessary obtrusions, easily identifiable doors to toilets and exits to stairwells; and for those participants with some usable vision optimum lighting and coloring.			
33. Centers should provide personnel and participants with knowledge, skills, and attitudes relating to personal and group safety in the use of equipment and materials; i.e., mundane habits of putting chairs close to tables, fully opening or closing hinged doors, participation in monthly fire and emergency drills, and in being aware of and reporting discovered program hazards.	5		
34. In choosing a site, attention should be paid to general current and future stability of the neighborhood, the availability of public utilities, transportation, pleasant surroundings, avoidance of neighborhood nuisances, and general accessibility.	5		
35. The site should be sufficiently large to accommodate the building with ample parking and car storage area, as well as landscaping and outdoor activity areas and the design should provide for future expansion without major material alterations.	5		
36. The atmosphere and character of the physical plant should create an impression of friendliness and warmth; it should not be severe, imposing or forbidding, i.e., institutional.	5		

	Agree	Agree in Part	Dis- agree
37. Multiple use of facilities and equipment should be considered in planning and operation to assure most effective and efficient recreation service.	5		
38. In addition to providing space and appropriate equipment for the greatest variety of recreation activities and experiences, including food preparation and dining, there should be necessary private offices for staff, a conference room of suitable size, a waiting room for visitors, ample storage space, conveniently located rest room facilities for staff and participants, public toilets, public telephones, a first-aid room, and a receptionist location which will adequately safeguard the building.	5		
<u>Time Considerations</u>			
39. Specialized recreation centers should operate throughout the year because the economic and social resources of the participants are generally limited.	5		
40. Frequency of attendance and daily program time should be determined by the needs of the participants in relation to the resources of the agency and its purposes and objectives.	5		

Activity Selection Considerations

	Agree	Agree in Part	Dis- agree
41. The center program should be sufficiently broad in scope and depth of activities and experiences in order to meet the varieties of recreation needs based on individual and cultural factors like age, sex, capacity, ability, experience and interest.	5		
42. The specialized recreation center program should include activities and experiences which will tend to utilize and strengthen the remaining perceiving senses of the members in order to promote reality links and the reorganization of the individual to optimum functioning despite sight impairment.	5		
43. The specialized recreation center should provide opportunity for participants to make something of beauty in line, form, color, sound, or graceful use of his own body, and/or in appreciation in what others do if he cannot himself use these forms of expression.	5		
44. The program should provide opportunities for participants to know, learn and use a few songs so they can sing when they feel like it; and to experience rhythm in some way.	5		

45. Specialized recreation center programs which include partaking of food and refreshments should provide facilities and food service which will promote pleasant, unhurried comradeship; while also giving attention to the social aspects of eating related to table skills and dining deportment.

Agree	Agree in Part	Disagree
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Evaluation Considerations

46. The specialized recreation center should establish effective methods for recording and reporting program activities and member statuses so that regular, frequent, and valid evaluations can be made; evaluations based on demonstrated operations and accomplishments.

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47. The specialized recreation center program should provide for planful and purposeful recognition of individual and group achievements in order that participants may experience a strengthening sense of accomplishment.

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Protective Considerations

48. The specialized recreation center which is unaffiliated with a comprehensive rehabilitation or welfare organization should, as a part of its intake process, require physical and other

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	Agree	Agree in Part	Dis- agree
reports for all regularly attending members so that programming and supervision may include consideration of activity and other program limitations.			
49. Trained and competent first-aid personnel should be available during program activities.	5		
50. Administrative and supervising personnel should be familiar with the procedures operative in emergency situations of member illness and accident, i.e., when and how to call an ambulance, doctor, priest and relatives.	5		
51. The specialized center program should include a formal organized procedure for orienting new members to the facility, staff, and membership program.	5		
52. Individual orientation and independent movement should be continually promoted through the appropriate use of brailled materials, guide rails, special door knobs, canes and continued instructional tours guided by staff and/or selected members.	5		

LeadershipGeneral

	Agree	Agree in Part	Dis- agree
53. The center should have sufficient personnel in the various staff classifications, i.e., advisory, administrative, supervisory, instructional and/or leader, for the effective achievement of the program's purposes and objectives.	5		
54. Staff should possess adequate physical, mental, emotional, and social abilities as well as necessary recreation and/or group work skills required for successful performance on the three staff functional levels.	5		
55. Center personnel should possess the basic professional and legal qualifications of their respective professions or disciplines.	5		
56. In addition to the professional and legal qualifications, leaders should possess the following: a. The physical health to perform the assigned job. b. An adequate sense of humor and balance. c. An outgoing enthusiasm which reaches out to people. d. Sufficient knowledge of the history and developments in the specialized field of "work for the blind."	5		

Leadership Role Considerations

	Agree	Agree in Part	Dis- agree
57. Recognition should be given to the exceptional strain on staff which is concomitant with giving direct service to members in specialized recreation centers, so that time schedules will permit the most adequate performance possible without harm to the leader's physical, mental, emotional or social well-being.	5		
58. Leaders should know, understand, and have a complete sympathy with the purposes and aims of the center, but this does not imply complete agreement with any one method that might be used to achieve particular objectives.	5		
59. The leaders should have a broad understanding of the field of social group work and of recreation.	5		

Volunteers' Considerations

60. The volunteer should be recognized as an important program resource as an advisory member, fund-raiser, instructional-leader or assistant, integration link, community link within and without, general program assistant for innumerable mundane tasks like serving refreshments, guiding and transportation.	5		
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	Agree	Agree in Part	Dis- agree
61. Leaders should be aware of the significant contributions possible by well-oriented and well-supervised volunteers in relation to the promotion of the proper climate and attitudes which will tend to weaken blindness stereotypes within and outside the center.	5		
62. Procedures and practices for the selection, orientation, supervision, and evaluation of volunteers should be explicitly formulated and implemented.	5		
63. Volunteers whose attitudes and behavior persistently tend to strengthen the blindness stereotypes should be referred for appropriate supervisory and/or administrative consultation with the object of either re-assignment to activities requiring little or no contact with members, or if this is not possible suggesting a transfer of interest to another community agency.	4	1	

Administration

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| 64. The Board of Directors should include able and influential leaders representing a broad spectrum of cultural interests, viz.: finance, industry, commerce, labor, public office, communication and public relation media, service clubs, women's organization, prominent members in the helping professions of | 5 | | |
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	Agree	Agree in Part	Dis-agree
65. The Board of Directors should include able membership-participant representation to serve as an official channel for membership expression.	5		
66. The Board of Directors should be concerned primarily with broad policy-making decisions in matters relating to the continuing validity of the center's purposes and objectives, and how these are being accomplished through the administration of the center's operations.	5		
67. The administrative leadership should coordinate the functions of organization, management, supervision, and instructional leadership, so that all operations are directed toward the most effective achievement of the purposes and objectives of the center as developed with the Board of Trustees.	5		
68. The administrative leadership should provide the organizational structure, personnel, policies, procedures and finances to enable the effective fulfillment of program purposes and objectives.	5		
69. The form and content (structure and method) of administration should be in accordance with the basic philosophy of the center and should be considered a means of implementing its interpretations and achieving its objectives.	5		

	Agree	Agree in Part	Dis- agree
70. The aims and objectives of the specialized recreation center should be clearly formulated in a written statement against which the program of the center may be regularly and frequently evaluated on the basis of appropriate and valid program data reported by the staff.	5		
71. Although all persons concerned with the outcome of administration should have some part in planning commensurate with their responsibilities and interests, there should be one executive director accountable for carrying out the policies established by and with the Board of Directors.	5		
72. Administrative leadership in management should establish the channels by means of which facilities and equipment may be maintained; personnel may be employed and developed; records may be kept; programs may be financed; and public relations established; to carry out the aims and objectives of the Agency. Refer to American Recreation Society, "Personnel Practices for Recreation Departments and Agencies" c-1959.	5		
73. There should be employment and personnel practices which insure the selection of properly qualified staff, adequate working conditions and a salary scale commensurate with staff training and job responsibilities.	5		

	Agree	Agree in Part	Dis-agree
Personnel practices, job descriptions and qualifications should be formulated in writing.			
74. The administrative and supervisory management of the center should be structured so that direct lines of responsibility and authority are established which are understood and accepted by all concerned.	5		
75. In specialized recreation centers where staff size necessitates three staff levels of function, i.e., administrator, supervisor, and leader, the supervisor should have the principal responsibility for selecting paid and unpaid staff to effectively carry on the program.	5		
76. The professional, training, and experience qualifications of the individual for the job should be the primary considerations regardless of age, sex, race, creed, national origin or physical disability, unless these latter factors would directly interfere with effective functioning on the particular job.	5		
77. Recognition should be given to the need of the members of the specialized recreation center to have contact with a staff composed of both men and women.	5		
78. Recognition should be given to the need of members of the specialized recreation center to have contact with a staff composed of both blind and seeing persons.	5		

	Agree	Agree in Part	Dis- agree
79. Planned regular staff conferences, individual and group, should be considered an essential supervisory method of in-service training and staff evaluation which will serve to foster staff growth, cooperation, high morale, and more effective achievement of center objectives.	5		
80. In the utilization of part-time staff, every effort should be made to schedule assignments and working time so that such workers will be available for participation in individual and group conferences.	5		
81. The supervisor should be responsible for ascertaining that all facilities, equipment and supplies are maintained in good working condition, and are completely safe for use by participants.	5		
82. The supervisor and the instructional leader should seek constantly for new supplies and equipment that will enhance the program. This should include the rich resources that are available in scrap materials and which may be secured with little or no expenditure of funds.	5		
83. Salary levels should relate to those prevailing in the area, supplemented by the established professional salary standards designed to attract and hold competent personnel.	5		

	Agree	Agree in Part	Dis-agree
84. Promotion of general staff morale should be achieved through individual and personal supervisory recognition of work quality and through fair salary rewards, as well as through dignified overt group recognition at staff meetings and/or social functions.	5		
85. There should be specific salary ranges providing for minimum and maximum pay with discrete intermediate steps for automatic time increases on the basis of satisfactory performance.	5		
86. All the principles with respect to professional staff should be observed in the selection, training and supervision of the clerical and maintenance personnel.	5		
87. The agency should meet generally accepted standards of responsible operation in areas such as business procedures, insurance coverage, provision for health and safety of members and staff, and record-keeping.	5		
88. Centers should provide for a regular annual, or more frequent, review of necessary protective aspects of the program by a safety committee representative of staff and members, and including insurance and safety advisors.	5		

Public Relations Considerations

	Agree	Agree in Part	Dis- agree
89. The specialized recreation center should devise methods of publicity, public education, and solicitation of funds which will safeguard the interests of both the contributors and the members served, as well as promote achievement of the objectives of the center.	5		
90. Center personnel and membership should be made aware of their continuous role as community informants about the center's objectives and accomplishments.	5		
91. Administration should planfully develop a broad base for continued and substantial fund raising from private and public sources utilizing accredited methods of solicitation.	5		
92. Fund raising should not control or unfavorably influence program functioning or the attainment of program objectives.	5		
93. In raising funds for capital and operating expenses, the code of good practices established by the American Association of Workers for the Blind should be followed.	5		
94. A properly audited financial report should be made public annually.	5		

Professions

	Agree	Agree in Part	Dis-
95. Active membership in professional and service local and national recreation and group work organizations should be encouraged; and attendance at professional institutes and conferences should be facilitated.	5		
96. The center should provide the means by which leaders may secure additional training through in-service programs as a part of agency work; through granting permission to leaders to attend training sessions given by colleges, groups of agencies or other training centers. This should be included as part of the leader's time on the job.	5		
97. Agencies should establish methods for promotion in salary levels. These methods should take into consideration the fact that one who achieves in a direct leadership level is of great value to the agency, and should be able to attain higher salary levels without assuming supervisory responsibilities. There is a need for and there should be a salary for the "master leader."	5		
98.. The center should maintain a staff library stocked with standard and current professional writings, and promote frequent use of the materials through regular discussional meetings.	5		

99. The specialized recreation center leadership should be continuously alert to developments in the social service professions which may result in changes in methods and materials which will enhance participant achievement and/or center accomplishments.

Agree	Agree in Part	Dis- agree
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P A R T I I

T H E M A N U A L

**A MANUAL FOR THE OPERATION OF RECREATION PROGRAMS
IN SPECIALIZED RECREATION CENTERS FOR BLIND ADULTS**

Maurice Case

April 1963

FOREWORD

The data, conclusions, and recommendations in this manual were derived primarily from a descriptive status study of six major operating specialized recreation centers for adults in New York City. The centers were all adjuncts of large multi-function agencies for the blind, in which organized recreation was conceived as an ancillary service within general rehabilitation.

Based in the country's largest urban community, the centers ranged in size from small, i.e., less than one hundred regularly attending enrollees, to large, i.e., more than one thousand regularly attending enrollees. As an aggregate category of service to blind persons, the six centers employed in 1960 more full and part time recreation workers (eighty-seven), than the total of recreation workers employed in all public and private agencies for the blind in the whole country in 1955 (fifty-three workers).¹ The annual composite expenditure for specialized recreation in these centers approximated one million dollars.

¹United States Department of Labor, Bureau of Labor Statistics, National Survey of Personnel Standards and Personnel Practices in Services for the Blind (Washington, D.C.: Prepared for the American Foundation for the Blind, December, 1956), p. 27.

The social validity for the existence of the specialized recreation center for blind adults was established on the basis of two fundamental principles, viz.:

1. The furtherance of individual self-realization through opportunities for activities and experiences which liberate and satisfy the intrinsic needs of every citizen should be the central purpose of democracy.
2. For many blind adults, visual impairment should be considered a severely disabling handicap which significantly limited self-realization by restricting opportunities for activities and experiences which liberate and satisfy intrinsic needs; at a time when many of these needs were heightened through a multiplicity of effects which result from blindness.

In this respect, specialized recreation centers serve as preventive and therapeutic social instrumentalities for the mental and physical health of blind individuals and the communities of which they are an integral part.

The study of specialized recreation center operations was made within the conceptualization of Recreation as a professional discipline which derives social sanction through its philosophical and ethical commitment to help meet basic human needs in socially constructive ways. Indeed, in our

leisure-centered society, professional recreation has earned a high priority as a desirable modality for satisfying basic human needs. The direct relationship between many basic human needs and their satisfaction through recreation activities and experiences has given authentic recognition to the incisive term "recreation needs."

Empirical findings gleaned from interviews with center personnel, as well as from observations of program activities, were considered within the framework of the recreation needs of blind adults. Fundamental validated recreation center operational principles were reformulated and again validated in relation to specialized recreation centers for blind adults. These latter principles have been interwoven into the content of the manual.

Documentary, interview, and observational data confirmed the notion of the existence of a universal and common core of basic human needs. The data strengthened the frequently expressed reality that for many individuals, blindness is a severe and multiply disabling handicap. These blind persons require the specialization of community institutions to enable the restoration of those with sufficient inner and outer resources, as well as to provide continuing needed specialized services for those blind individuals unable to avail themselves of existent non-specialized opportunities to satisfy their recreation needs. Ironically, the

evidence persistently revealed that generally, non-specialized opportunities for recreation are largely non-existent, except in the minds of some workers in the field who generalize from limited personal and/or exceptional experience.

The preponderance of pragmatic data underscored the assumption that for most individuals, blindness is a severe handicap which significantly limits opportunities for necessary activities and experiences which satisfy recreation needs. Therefore, in the interest of individual and community health and well-being, every community and/or group of contiguous communities should have a special committee charged with thinking and planning to provide through public and/or private auspices, opportunities for the constructive use of leisure time of isolated and inactive blind individuals who reside in the area. The six specialized recreation centers studied were serving this purpose.

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CHAPTER I

BLINDNESS

Incidence: Prevalence: Forecast

Blindness in the United States has been steadily increasing, in large measure as an associational concomitant of an aging population. In the immediate future, it is anticipated that the comparative incidence and prevalence of adventitiously blinded older adults, i.e., those sixty years and older, will soar over the current 50 per cent estimate. It is a curious paradox that although an age-old and vast literature has concerned itself with blindness as a traumatic and dramatic human impairment, accurate statistics regarding blind individuals are sadly lacking. The most widely credited estimates indicate that in 1960 there were approximately 385,000 blind persons in the United States.¹ The estimated prevalence ratio was given as 1.98 blind persons per one thousand of population, a more manageable and useful statistic. The projected total for 1970 is 400,000 blind individuals.²

¹Ralph G. Hurlin, "Estimated Prevalence of Blindness in the United States and in the Individual States, 1960," Sight Saving Review, XXXII (Spring, 1962), 4-12.

²American Foundation for the Blind, AFB Bulletin, No. 13, Legislation Series, April, 1959, p. 5.

Definition

Who is considered a blind person? The terms "blind," "blindness," "legal blindness," refer to quantitative measurements. But visual acuity is infinitely variable and qualitative factors influence both perception and conception of reality. Psychological theory describes human perception as more than mere sensory stimuli. Perception includes a set of extremely elaborate processes through which sensory impressions are organized into meaningful and useful concepts. Nonetheless, some objective measurements are needed to identify those individuals with a degree of visual deprivation necessitating special cultural considerations, i.e., economically, vocationally, educationally and socially. The institutional auspices of these special considerations are both public and voluntary, hence the defining of blindness in law, viz.:

The term blind person shall mean any person who has not more than 20/200 central visual acuity in the better eye with correcting lenses; or who has central visual acuity greater than 20/200 but with a limitation in the fields of vision such that the widest diameter of the visual field subtends an angle no greater than twenty degrees. Such blindness shall be certified by a physician skilled in the treatment of the human eye.³

When working with blind individuals, one is quickly aware that many have varying degrees of visual acuity, and

³ Social Security Act, Title X, Section 1017, Definitions, Paragraph (b).

that there are many levels of visual efficiency, i.e., the effective use of what is usually perceived. The Council on Statistics of the Blind has developed a useful chart in which various visual acuity groupings are related to behavioral achievements,⁴ viz.:

Laymen's Criteria	Snellen Measurement	Rough Indices of Behavior
1. Totally blind or having "light perception only"	Up to but not including 2/200	Inability to perceive motion of hand at distance of 3 feet or less
2. Having "motion perception" and "form perception"	Up to but not including 5/200	Inability to count fingers at 3 feet
3. Having "traveling sight"	Up to but not including 10/200	Inability to read large letters such as newspaper headlines
4. Able to read large headlines	Up to but not including 20/200	Inability to read 14-point or smaller type
5. "Borderline" cases	20/200 or more but not sufficient for an activity for which eyesight is essential	Inability to read 10-point type or ability to read it with defect of vision so great as to be a marked handicap

⁴ Edith Kerby, Manual on the Uses of the Standard Classification of Causes of Blindness, prepared for the Committee on Statistics of the Blind, American Foundation for the Blind (New York, 1940), p. 23.

The Legally Blind with Usable Vision

The many perplexing problems in rehabilitation and education, arising from the inclusion of so many "partially sighted" individuals within the blind category, led the World Council for Welfare of the Blind to suggest a maximum sight standard for legal blindness at 10/200 with corrections.⁵ Individuals with severely impaired but usable vision have many psychological and social problems with which they need assistance. However, these problems are often significantly and sufficiently different to warrant specialized considerations in other settings. Bitterness and resentment among the real blind, i.e., persons without usable vision, has been widely reported because the partially sighted get many of the specialized services which should go to the totally blind. On the other hand, partially sighted individuals serve as integrative factors which help to normalize the specialized milieu that might be grim indeed if all the participants had no vision at all.

There also seem to be many administrative considerations not the least of which concerns institutional statistics. It is generally acknowledged that somewhat more than

⁵ American Foundation for the Blind, Inc., Technical Research and Blindness: Some Recent Trends and Developments (New York, 1956), p. 21.

half of the legally blind have usable vision. Many misunderstandings arise from this fact. Frequently, the achievement levels between the totally blind and the partially sighted are significantly different. Accomplishments ascribed to "the blind" but performed by individuals with usable vision often confuse the uninformed and perpetuate some of the unfortunate blindness stereotypes, e.g., legally blind persons have driven cars in city traffic, a miraculous achievement for a totally blind person. This type of false reporting is greeted with ironic bitterness by those who know, including the totally blind, and one wonders about the gullibility of the sighted.

CHAPTER II

HISTORICAL PERSPECTIVES IN WORK FOR THE BLIND

Deeply influencing psychological and sociological dynamics seem to have determined the status and role of blind persons in the past, and many of these factors are still existent to affect our present attitudes and practices. The current status of the specialized recreation center for adults can be understood best in the historic framework of work for the blind in general.

European Background

Few disabilities have been the object of such early and lasting attention. Mention of blindness may be found in the earliest hieroglyphics, in the early writings of the Greeks, and in the first legal codifications of the Romans.¹ Historically, one of the first methods of handling the problem of the blind was to try to ignore it. Then, and to some lesser extent today, blindness seemed to inherently offend society and excite its resentment; as if blindness contained

¹ Gabriel Farrell, The Story of Blindness (Cambridge, Mass.: Harvard University Press, 1956), pp. 13-17.

elements which conflicted with moral and aesthetic prejudices. During the pre-Christian era, these prejudices, of which personal fear seemed to be the predominant emotional ingredient, were expressed as aggressive hostility, and the blind were ostracized from society, outcast. In work for the blind this period has been characterized as the survival period.

The advent of Christianity softened somewhat the harsh rejection of the blind and a kindlier phrase has been applied to this era, i.e., survival and asylum. It was a historic event when Louis IX of France founded the first formal institution for the blind in 1254, a hostel for three hundred blinded Crusaders, "L'Hopital des Quinze-Vingts." Outside of the occasional protective asylum, most blind persons continued to survive by begging, and were shunned and isolated.

The early seventeenth century Elizabethan Poor Laws ushered in a period in which some collective concern was noted for all beggars; but, for the blind the pattern of rejection, derision and scorn persisted. The expanding Christian humanism of the eighteenth and nineteenth centuries, as well as the renaissance in the humanities and sciences, accompanied by fervent revolutionary, political and social ideas and events, brought the first glimmer of emancipation for the blind. In 1749, Denis Diderot, the great encyclopedist of knowledge, published his "Lettres Sur Les Aveugles,"

an essay which theoretically explored the mental processes of the blind. His accurate deductions, which were to wait for inductive confirmation until the twentieth century, concluded with the advocacy of education for the blind--a radical notion for the times. Thirty-five years later, in 1784, in Paris, Valentine Haüy founded the first formal educational institution for the blind, "L'Institution National des Jeunes Aveugles." It was the dawn of the French Revolution and change was in the air. However, in order to get his first pupil, Haüy had to promise to reimburse him the amount he would lose from begging while he was in school. The general status of the blind in Europe and in America was by now a curious dichotomy of bread and circuses on the one hand, and continued rejection and isolation on the other, with the latter the more usual treatment. But the evolutionary kettle had been stirred and placed over the fire of human wants. The imprisoned need for expression by blind persons was simmering. In 1829, Louis Braille introduced his punctographic six dot system for reading and writing communication which gave impetus to the trend toward education, humanization and individualization.

United States Background

At about this time in the United States, a dominant spirit of reform, grounded in a concern for the common man, quickly led to the establishment of three major specialized schools for the education of blind children, viz.: The New York Institute for the Education of the Blind in 1832, The Perkins Institution and Massachusetts School for the Blind in 1832, and the Overbrook School for the Blind (near Philadelphia, Pennsylvania) in 1834. Three years later the first state school under public auspices was opened in Columbus, Ohio; and in 1840, the first state statute providing for some financial maintenance for the indigent blind became law in Indiana. Still the underlying and pervading attitude was clear enough--hostility and segregation, albeit in a more humanistic fashion. As Freud was to emphasize later, one of the human mechanisms utilized to tolerate the intolerable is to alter its meaning; and slowly the blind became objects to be helped and protected.

The generation astride the turn of the century witnessed the founding of many significant social institutions and movements. This too, was a period of reform, but in the context and ferment of industrialization, urbanization, social science and philanthropy. The settlement house, the playground movement, professional social work, the mental

hygiene movement, scouting, camping, recreation were some of the sociological phenomena of the times. Helen Keller had come upon the scene. Education for the blind was accepted and expected. Now, it was important to find work for them, keep them busy. "At that time a wave of establishing employment institutions for the blind spread over the country."²

The blind quickly demonstrated that they could be productive with their hands, i.e., make brooms, mops, mattresses, baskets, and then by combining manual dexterity with hearing capacity, they could tune pianos and transcribe recorded materials. Vending stands and small business enterprises were a favorite field for those who possessed some business ability. But again the majority still were idle, isolated, and pauperized.

A number of enthusiastic, dedicated and charity-minded ladies devoted themselves to the manipulation and specialization of the environment for the benefit of the blind. "The First Report of the New York Association for the Blind in 1908 expressed the essentiality of offering entertainments to ease the cruel burden of infirmity,"³ an

² American Foundation for the Blind, Inc., The Middletown Lighthouse for the Blind: A Survey, Studies in Community Planning: I (New York, 1957), p. 7.

³ The New York Association for the Blind, The First Report of The New York Association for the Blind (New York: February 5, 1908), p. 9.

affirmation of the probability that blindness continued to frighten and worry the sighted as well as engage their concern and sympathy. Many major voluntary philanthropic organizations for the blind had their origins during this period, viz.: The Industrial Home for the Blind in 1893, The American Association for the Blind in 1905, The Chicago Lighthouse for the Blind in 1906, The National Society for the Prevention of Blindness in 1908, The Braille Institute of America in 1919, The American Foundation for the Blind in 1921, and many others.

Technological developments and mass production methods were unmitigated blessings for blind people. The radio, typewriter, telephone, phonograph and tape machine enormously enlarged communication links with the sighted. Assembly units, transcribing machines and a host of inventions and electronic gadgets increased the blind person's economic usefulness and social stature--and around the corner was World War II which would demand the utmost in production from all citizens, including the handicapped.

Just prior to this period, the Depression of 1930 had required a fundamental alteration of American social and political philosophy. The federal government became an active participant in public welfare and a new American value came into prominence, i.e., social security. When relief

measures were organized and made permanent in 1935, Title X of the Social Security Act contained special provisions for assistance to indigent blind persons. In 1936, the Randolph-Sheppard Act permitted licensed blind individuals to operate vending stands in federal buildings, greatly stimulating such employment for the blind. In 1938, the Wagner-O'Day Act created a committee of government officials to be concerned with the quality, quantity and price of blind-made products to be purchased by the various departments of the federal government. An agency known as National Industries for the Blind was designated to facilitate the distribution of orders among the agencies for the blind. These orders became the mainstay of most sheltered workshops which employ thousands of blind persons. During World War II, thousands of additional blind workers came into their own, occupationally and economically. Consonant with the end of the war, the Borden La Follette Act of 1945 established an extensive federal-state cooperative structure for the vocational rehabilitation of all blind adults who could be brought to any level of productive capacity. At the same time, social science findings were being implemented through sophisticated disciplines in which individualization and human dignity were dominant articles of faith. Integration of human differences was becoming a groundswell beckoning all to emerge into a new

wonderful era of substantive human values and appreciations. It appeared that, at long last, blind persons would emerge as full-fledged members of their community--and many did.

It has been justly stated that there has been more progress in work for the blind in the past fifty years than in all the preceding thousands. But somehow, just below the surface of progress, old conflicts and fears lurk, and give sufficient pause to ponder still the age-old question, "What about the blind?"

Novelist Ishbel Ross in a generalized study of the problem perceptively stated:

The blind are still the blind--dependent on countless small services that niggle at their self-respect, confronted by innumerable daily frustrations. It takes the most vigorous and strongest to strike out for effort rather than ease. For one who breasts the current, hundreds give up.⁴

From data gleaned in a more definitive study, sociologist Joseph S. Himes, Jr. reported:

The evidence leaves little doubt that popular attitudes toward the blind are changing. . . . Perhaps the most we dare conclude is that the changes noted comprise no more than a few random and inchoate tendencies, a bright spot the size of a man's hand against the dark horizon of ancient and foreboding prejudices.⁵

⁴ Ishbel Ross, Journey Into Light (New York: Appleton-Century-Crofts, Inc., 1951), pp. 6-7.

⁵ Joseph S. Himes, Jr., "Changing Attitudes of the Public Toward the Blind," The New Outlook for the Blind, LII, No. 9 (November, 1958), 335.

The Recreation Program
for Blind Adults

The recreation program for blind adults is a relatively recent phenomenon. The muck-raking era of social reform early in the twentieth century provided the setting in which enthusiastic, charity-minded volunteers expressed their sincere concern for the blind by providing a facility in which their hardships could be temporarily ameliorated. The recreation service developed together with, and sometimes even before other services for blind persons, e.g., medical, financial, adjustment, vocational training, employment and placement. There was early realization that one of the hardest human experiences was to find oneself without resources to fill unoccupied time.

The three oldest and largest agencies for the blind in the United States are located in New York City, viz.: The Industrial Home for the Blind, known as the I.H.B., founded in 1893; The New York Association for the Blind, better known as the Lighthouse, founded in 1905; and The New York Guild for the Jewish Blind, usually referred to as The Guild, founded in 1914. The original formal expression of I.H.B. purposes was to furnish a home for blind men; to provide suitable employment, such as chair caning, mattress making and repairing; and to provide recreation, rest, and congenial

association.⁶ The Lighthouse began as a ticket service to provide blind persons with donated unused theatre and concert tickets.⁷ Two years later the Lighthouse was a multi-service agency for the blind. The first Guild purposes included: (1) friendly meeting; (2) direct relief; (3) the institutionalization of children; (4) the institutionalization of older adult Jewish blind; and (5) the establishment of a recreation center.⁸

It would be unrealistic to deny that some defensive motivational factors provided the energy and grist for these philanthropic endeavors. In historical perspective, one is constrained not to think in terms of the "bread and circus" impulse, or of the need to assuage fear, hostility and guilt caused by the mere fact of their observable presence. It would be shamefully unrealistic as well to disregard the positive idealism with which charitable reformers plunged into a centuries-old area of human deprivation. To inquire minutely into the motivations of apparently sincere and humanitarian volunteers who freely give their energy, time and other resources is indeed like "looking a gift horse in

⁶ Industrial Home for the Blind, The I.H.B. Way: An Approach to the Rehabilitation of Blind Persons (Brooklyn, N.Y., 1961), p. 4.

⁷ The New York Association for the Blind, op. cit., p. 9.

⁸ New York Guild for the Jewish Blind, Staff Manual (New York, 1962), p. 1.

the mouth." The history of social welfare is replete with such leaders who helped us to move along the evolutionary path from political to social democracy in which the concern of all the people may become the organized concern of all the people.

In a democratic society which was becoming more aware of, and concerned about the individual, it was not possible to continue to ignore the plight of large numbers of adults for whom blindness was a consignment to the isolation and uselessness of the past. "Helping the blind to help themselves" and "Light through Work" became rallying slogans through which at least some blind adults began to move into the stream of productive life.

In the recreation centers the core activity was the gathering together to be joyous, to exchange accounts of achievements and/or hardships, to be entertained, and to partake of refreshments. The centers had a desultory existence. Their degree of activity was determined largely by the capacity of the particular individual in charge of the center. Shortly after World War II, two professional disciplines, Recreation and Social Work, had a significant impact upon the purposes, objectives, and practices of the specialized recreation centers.

CHAPTER III

RECREATION, SOCIAL GROUP WORK, AND THE SPECIALIZED CENTER

The desire of mankind to find pleasure and satisfaction in hours free from toil is as old as man himself. So fundamental and universal is the human need for recreation that the reference to the concept of recreation as a teleological phenomenon is appropriate. Under many guises determined by cultural circumstances, the human need for diversionary and creative experiences seems to be immanent in the species of man.

In a democratic society, social institutions are a function of individual and community needs, and derive their sanction and validity from the commitment to serve the individual. Human beings must be active, develop and use all their capacities. We are beginning to understand more fully that boredom and purposelessness can cripple and kill, more slowly and insidiously but just as mercilessly as a bullet or an exposure to radiation. Inactive, isolated, the individual deteriorates, sickens and becomes a liability to himself and to his community.

Professional Recreation

In the vocabulary of the average American citizen recreation is quite a common word usually associated with any enjoyable non-remunerative activity which takes place in leisure time. This understanding is quite similar to the definition used by many professional recreators, i.e., that recreation is activity, voluntarily engaged in during leisure and motivated by the personal satisfactions which result from it.¹ This conception is derived from the notion that recreation is behavior, mental and/or physical, which is an expression of human needs and desires. Recreation has also been defined as a consummatory experience, non-debilitating in nature, which in the most literal sense is a re-creation of the individual.² In our modern mechanized and specialized lives, the notion of individual re-creation, and the wholeness implied by consummatory, are significant for the health of all persons, including those without vision. It is now widely accepted that recreation is an essential part of every person's life; and in a general sense recreation may be thought of as a fundamental need of man.³

¹The Athletic Institute, The Recreation Program (Chicago, 1954), p. 1.

²Jay B. Shivers, "A Taxonomy of Recreation," Phi Delta Kappan, XXXX, No. 7 (April, 1939), 295.

³Jay B. Nash, Philosophy of Recreation and Leisure (St. Louis: C. V. Mosby Company, 1953), p. 208.

Basic Human Needs

What is a basic human need? So fundamental a concept requires a comprehensive and learned definition. Harvard psychologist H. A. Murray has stated that

a need is a construct (a convenient fiction or hypothetical concept) which stands for a force (the physico-chemical nature is unknown) in the brain, a force which organizes perception, apperception, intellection, conation, and action in such a way as to transform in a certain direction an existing unsatisfactory situation.⁴

Webster's Collegiate Dictionary succinctly synthesizes the definition of need as "a condition requiring supply or relief."⁵

Basic human needs refer to "these needs which everyone has regardless of age, sex or station in life, such as a sense of personal worth, status recognition, love, a sense of belonging, and attainment of some measure of one's efforts, as well as physical requirements."⁶ Sociological and anthropological findings suggest that a universal biological restlessness or tension becomes a "need" requiring supply or relief, and at the level of consciousness, this need becomes socially shaped and defined, i.e., a derived need.

⁴ H. A. Murray, Explorations in Personality (New York: Oxford University Press, 1938), p. 123.

⁵ Webster's Collegiate Dictionary (5th ed.; Springfield, Mass.: G. & C. Merriam Co., Publishers, 1937).

⁶ Carter V. Good (ed.), Dictionary of Education (2nd ed.; New York: McGraw Hill Book Company, Inc., 1959), p. 362.

Academic, experimental, and functional psychologists tend to distinguish two major groupings of basic human needs, viz.: (1) needs which are, primarily physiological in nature, qualitatively innate in the species, and functionally concerned with organic survival, e.g.: inspiration and expiration, food and defecation, water and urination, passivity, sex, etc.; and (2) needs which are derived from the primary group in interaction with the psychological nature of man. These secondary needs are termed psychogenic needs.

Social scientists acknowledge the tenuous validity of trying to atomize and identify discrete human needs. Holistic man is infinitely complex and variable in his dynamic experiences. His inner and outer environments ceaselessly interact to determine the quality and quantity of his living. Psychologist Murray expressed this notion as follows: "A human being is a motile, discriminating, valuating, assimilating, adapting, integrating, differentiating and reproducing temporal unity within a changing environmental matrix."⁷ Nonetheless, many authoritative psychologists have, through various scientific methodologies, identified specific common psychogenic needs. In turn, well-known recreation-educators have analyzed recreation activities in

⁷ Murray, op. cit., p. 36.

TABLE 1--Continued

A - Nash; B - Hunt; C - Danford; D - Slavsén;
 E - Athletic Institute; F - Robbins; G - Butler;
 H - Trecker; I - Meyer and Brightbill; J - Stafford

	A	B	C	D	E	F	G	H	I	J	Total
Category III											
Inviolacy		X		X		X					3
Seclusion		X									1
Infravoidance		X									1
Dependence	X	X									2
Counteraction	X	X	X								3
Category IV											
Dominance	X		X	X	X	X					5
Deference	X	X	X	X	X						5
Simulance	X	X	X	X	X	X	X	X			8
Autonomy	X	X	X								3
Contrariness	X	X	X								3
Category V											
Aggression	X	X	X	X		X					5
Abasement	X		X	X							3
Category VI											
Blame avoidance	X			X							2
Category VII											
Affiliation	X	X	X	X	X	X	X	X	X	X	10
Rejection	X										1
Nurturance	X	X	X		X		X				5
Succorance	X		X	X	X						4
Play	X	X	X	X	X	X		X		X	8
Category VIII											
Cognizance	X	X	X	X	X	X	X		X	X	9
Exposition	X	X	X		X	X	X		X	X	8
Category IX											
Sexuality		X	X	X	X		X				5
Activity	X	X	X	X	X	X	X	X			8
Creativity	X	X				X		X	X	X	6
Aesthetic	X	X			X	X	X				5
Totals	26	23	20	17	17	15	12	9	9	9	157

The transition from the concept of basic human needs to the concept of basic recreation needs is hardly obtuse. Many eminent recreation authorities utilize the "recreation needs" concept. George D. Butler, consultant of the National Recreation Association, declares that "a characteristic of all forms of recreation is that each provides an outlet for some basic urge or need."⁸ Jay B. Nash, a dean of modern recreation-educators, refers to recreation as a complement to work and a need for all men.⁹ The concept of recreation need may even be found in modern law. The New York State Education Law explicitly states, "Recreation is a basic human need."¹⁰

Whether defined as a kind of experience, a professional field of work, or an integral part of living, recreation always involves human behavior and human experience which is expressive of and responsive to individual needs. The range and variety of recreation pursuits which gives to people the opportunities for gratifying expressions is almost limitless. Through extensive experience and study, professional

⁸ George D. Butler, Introduction to Community Recreation (New York: McGraw Hill Book Company, Inc., 2d ed., 1947; 3rd ed., 1959), p. 207.

⁹ Nash, op. cit., p. 208.

¹⁰ New York State Education Law, Article 24, Section 1120 (1956).

recreators have delineated and classified specific areas of recreation endeavors. The comprehensive identification of recreation activity areas has enabled program planners and administrators to include a cafeteria of activities to meet the wide variety of needs, interests, capabilities and capacities of people. Individual personality is expressed through the exercise of physical, social, mental and creative needs. Recreation activities and experiences in varied forms bring physical, social, mental and creative satisfactions to the individual.

In the present cultural context of American democratic, leisure-centered society, organized recreation has a high priority as desirable modality for meeting individual and community needs. Professional recreation has received recognition and sanction as a social institution because of its commitment to the philosophy that human needs may be satisfied constructively through organized recreation programs.

The impact of organized recreation on the established recreation programs was considerable. For the first time the explicit philosophy and principles of a professional discipline gave direction to the program. Leadership was improved. Facilities, equipment, and activities were expanded. Attitudes toward members and the attitudes of the members themselves began to slowly change. Individualized

program planning and small group activities began to supplant the large non-participation events. Programs began to be designed to meet the needs, interests and capacities of the members. Independence, mobility and activity became dominant and achievable objectives. Recreation was being recognized as an important adjunct service in rehabilitation. After many years of procrastination and delay the American Association of Workers for the Blind gave recognition to these developments by permitting the organization of a national Recreation Committee. At the 1955 annual convention of the A.A.W.B. in Quebec, Canada, three papers were read, all of which were concerned with specialized recreation center programs.¹¹

It was into this setting that another professional discipline was introduced to give even more qualitative substance to the recreation service.

Social Group Work

Social group work is one method in the profession of social work; an orderly, systematic, planned way of working with people in groups. Social group work is a method through which individuals in groups are helped by a worker who guides

¹¹American Association of Workers for the Blind, Inc., Proceedings, June, 1955, pp. 164-173.

their interaction in program activities so that they may relate themselves to others and experience growth opportunities in accordance with their needs and capacities to the end of individual, group, and community development. In social group work, the group itself is utilized by the individual with the help of the worker as a primary means of personality growth, change and development.¹² Specialized Recreation Center participants are particularly amenable to social group work methodology because of the frequent observation that people who find social relationships difficult can sometimes understand and help each other when they are brought together in groups. A group, per se, is not necessarily a constructive entity. A trained leader is essential to direct the group in its give-and-take interpersonal relationships with each other and with the group worker. The group worker's behavior is planful and purposeful, directed always toward the members in a manner which will enable them to constructively meet their needs.

Unfortunately, considerable unprofessional and unfriendly feeling has been engendered through misunderstanding. Professional inferiority has been imputed to the recreation worker who may not always be a qualified and/or certified

¹²Harleigh B. Trecker, Social Group Work Principles and Practices. (New York: Whiteside, Inc., 1955), p. 5.

professional. The group worker has a master's degree in social work, although the title group worker is also variously used. Some group workers believe that work with blind persons is so highly specialized that social group work should be the only methodology employed in the specialized centers. The implicit assumption that social group workers also possess the many essential recreation and teaching skills is not substantiated by experience in specialized recreation centers.

Current Objectives and Auspices

Both professions, Recreation and Social Group Work, have made significant contributions to the positive development of fundamental principles and practices relating to the operation of the specialized recreation center. Both professional disciplines provide needed knowledge and skills which make specialized recreation an essential aspect of personal, social and vocational rehabilitation. Despite the substantial progress, the old line "bread and circus" motif is still too frequently evident. Recreation and Social Group Work are disciplines in the humane professions. In the specialized recreation center, both profess identical philosophies and general goals; both are concerned with the same universe, i.e., blind members and the community as a whole; both utilize similar facilities and equipment; both

understand that blindness does not standardize human needs or alter the individual's sources of satisfying these needs. The basic principles of objectives and auspices which follow were formulated and validated in conjunction with expert judgment of professional recreation workers and professional social group workers, viz.:

Objectives

1. The specialized recreation center should provide its participants with opportunities for the greatest variety of individual, group, and inter-group experiences, qualitatively and quantitatively, which meet recreation needs and wants so that maximum individual satisfaction will result with individual and group values enhanced through maximum interaction with the animate and inanimate environment.
2. The specialized recreation center should be a community facility in which a blind individual may experience a self-strengthening consciousness of kind through positive identification and sharing with similarly handicapped individuals, the problems and stresses concomitant with visual impairment in a sight-oriented society.

3. The specialized recreation center should continually emphasize the restoration factor implicit in rehabilitation by providing the greatest variety of recreation experiences, qualitatively and quantitatively, in a climate which promotes self-regard, self-determination and independence, so that the handicapped individual can increasingly participate in ever-widening areas of specialized and non-specialized recreation activities.

Auspices

1. Every community and/or group of contiguous communities should have a special committee charged with thinking and planning to provide through public and/or private auspices, opportunities for the constructive use of the leisure time of isolated and inactive blind individuals who reside in the area.
2. The existence of the specialized recreation center should be based upon the determined recreation needs of blind individuals who require specialized recreation service as revealed through sound, cooperative and continued community inquiry and research.

3. The specialized recreation center should complement and supplement, and not compete with other regular or specialized centers; and should establish definite patterns of cooperative relationships with the other centers as well as with the existing coordinating community council.
4. The legal authorization (charter) and/or constitution, and/or organizational directives should be sufficiently broad in scope to allow for changes in function to accommodate changes in community and participant needs, and to permit experimentation with new programs which may provide more effective service in relation to the objectives of the center.

CHAPTER IV

THE IMPACT OF BLINDNESS

The universality of a common core of basic human needs is a firmly established conceptualization in the social sciences. Recreation activities and experiences can satisfy many of these needs and, in the context of professional recreation have become known as recreation needs. It has been widely accepted also that man is a bio-chemical being, subject to ceaseless physiologic and mental activity in order to maintain optimum organic and psychological stability. A. H. Maslow's theory of a psychological neurosis-health continuum which is dependent upon the extent and manner of gratification of basic needs, has been soundly utilized to analyze and diagnose aberrant as well as constructive behavior.

Intrinsic and Extrinsic Effects of Blindness

The fact that visual impairment has significant effects upon basic human needs, as well as upon relative opportunities for their satisfaction is obvious. Resultant effects of blindness have been grouped into two general inter-related classifications, viz., (1) intrinsic effects which derive essentially from inner deprivations like decreased

sensory stimulations and restricted mental and physical activity, and (2) extrinsic effects which derive from the sociological milieu in which expectant stereotypical behavior is generally characterized as dependent and inferior. Recent studies have tended to indicate that since man develops primarily as a social being, the extrinsic effects of blindness are more dominating and controlling in determining the status and role of blind persons, and therefore affect also the extent and manner of provision of activities which will influence the neurosis-health continuum to move in the direction of health. The implication follows that visual deprivation need not necessarily be a completely disabling catastrophe. Definitive studies have shown wide variations in the effects of blindness upon different persons. All individuals have certain inner and outer resources which may be used optimally or poorly to organize or re-organize one's reality. However, for large numbers of blinded adults, even maximum use of available resources has not been sufficient to surmount the common restrictive effects of blindness, and has precluded extensive incursions into activities with the sighted in so-called integrated settings.

Intrinsic and extrinsic effects of blindness have been identified and delineated by many social science researchers. In a general review of studies concerning adjust-

ment to physical handicap and illness, Barker et al. remarked that "the association of particular kinds of behavior with particular varieties of physique is a frequently observed phenomenon of human nature."¹ Referring primarily to the intrinsic effects caused by physical anomaly, the authors added:

. . . a person's body is an object in his life situation with which he behaves as he does with other behavior objects, with shoes, balls and bicycles, for example. It is a part of the furniture of his life. Like these other behavior objects, physique has physical properties that help or hinder the achievement of goals and make the body suitable or unsuitable for carrying particular meaning; like them, too, it has phenomenal qualities and is perceived as being appropriate and inappropriate for particular kinds of behavior.²

The effects of blindness on the total person were emphasized by psychologist Thomas D. Cutsforth, when on the basis of his findings he concluded that, "blindness is not the mere absence of impairment of a single sense. The human organism functions as a dynamic whole and blindness changes and completely reorganizes the mental life of an individual."³

The studies which have followed have varied in their

¹ Roger G. Barker, et al., Adjustment to Physical Handicap and Illness: A Survey of the Social Psychology of Physique and Disability (New York: Social Science Research Council Bulletin 55, Revised 1953), p. vii.

² Ibid., p. 7.

³ Thomas D. Cutsforth, The Blind in School and Society (New York: American Foundation for the Blind, 1951), p. 2.

basic psychological orientations, in the specificity of their analysis of losses and limitations due to blindness, and in their particular sematic descriptions. Delineated restricted effects of blindness have ranged from three classified general areas suggested by Lowenfeld, i.e., (1) the range and variety of concepts; (2) the ability to get about, and (3) the control of the environment;⁴ to more than thirty-five distinguished by Gowman.⁵ Relatively extensive compilations of blindness effects have also been developed by Chevigny and Braverman in their study, The Adjustment of the Blind.⁶ A recent widely acclaimed treatise on the subject is Rev. Carroll's Blindness.⁷

Serving to sum up these findings, psychologist Lee Meyerson listed the following observed resultants of visual impairment, viz.:

1. withdrawing, retiring, reticent behavior;
2. lack of initiative;
3. shy, timid, self-conscious, fearful behavior;
4. obliterative behavior, refusal to recognize real conditions and limitations;

⁴Berthold Lowenfeld, "Psychological Principles in Home Teaching," Outlook for the Blind and Teachers' Forum, XXXVIII, No. 2 (February, 1944), 32.

⁵Alan G. Gowman, The War Blind in American Social Structure (New York: American Foundation for the Blind, 1957), pp. 97-130.

⁶Hector Chevigny and Sydell Braverman, The Adjustment of the Blind (New Haven: Yale University Press, 1950), pp. 124-149.

⁷Rev. Thomas J. Carroll, Blindness (Boston: Little, Brown and Co., 1961).

5. hurt, resentful behavior;
6. serious, thoughtful behavior;
7. emotional and psychosexual immaturity;
8. isolated, asocial behavior;
9. unrealistic levels of aspiration, too high or too low goals;
10. paranoid reactions, sensitivity, suspiciousness;
11. craving for affection, love of praise, attention seeking;
12. aggressive, competitive behavior, bravado;
13. anxiety, tension, nervousness, general emotionality;
14. artistic, phantasy behavior;
15. behavior known as "blindisms."⁸

Authoritative research and literature in psychology and in work for the blind support the assumption that blindness is a severe physical handicap which results in multiple limitations and deprivations for the handicapped individual. The blind adult, particularly, has to live in a culture of normally seeing people for whom fear of difference and corresponding conformity are characteristic motivations. The fear, hostility and guilt of the majority literally force the blind person into an underprivileged minority role; to live on the margin between two ways of life, unable to consistently follow either. The pace, tensions, complexities and demands of modern urban living are realistically more than most blind adults can manage, especially the older blind adult who usually has to give up.

⁸ Lee Meyerson, "Somatopsychological Aspects of Blindness," Psychological Diagnosis and Counseling of the Adult Blind, ed. Wilma Donahue (New York: American Foundation for the Blind, 1947), p. 15.

The specialized recreation center serves as a needed community resource for these many blind persons who cannot plod the ambiguous path between the sighted and the blind. As Ishbel Ross has said, it takes the most vigorous and strongest to breast the storm.⁹ Recreation in the specialized center must meet the recreation needs of these members of our communities who have become inactive and isolated.

In 1956 the Bureau of Labor Statistics published the results of a nation-wide survey of services to blind persons which showed that of eight major service classifications, recreation was the third most frequently rendered service. More recently a prominent authority in work for the blind observed that "one of the roles of the agency for the blind in the United States and, in fact, in most of the English-speaking countries has been developing and providing recreational programs for blind people in the community."¹⁰ In 1959, testifying before a Congressional House Sub-Committee on Special Education, the Executive Director of the American Foundation for the Blind, Inc., stated that with regard to older blind persons, there was no program in the entire

⁹ Ross, op. cit., p. 6.

¹⁰ Irving Miller and Sherman Barr, Recreation Services for Deaf-Blind Persons (New York: The Industrial Home for the Blind, 1959), p. 1.

country that was realistically geared to meet their needs, and that perhaps the recreation center was one of the answers.¹¹

Characteristics of Blind Persons:
Implications for Specialized
Recreation Center Programs

To plan specialized recreation center activities and experiences according to the needs of the blind adults who will be the participants, data concerning the individual's physical, mental, emotional and social characteristics should be known and utilized. It has been established that blindness is an individual matter; and that visual deprivation does not necessarily standardize behavior. However, the intrinsic and extrinsic effects of blindness interacting with other personal factors like age, general health, socio-economic status and education background, tend to produce certain identifiable characteristics which influence program operations.

Vision

Observational and impressionistic data place the number of specialized recreation center participants with usable partial vision at from about one-half to three-fifths

¹¹ American Foundation for the Blind, AFB Bulletin, No. 13, Legislation Series, April, 1959, p. 5.

of the membership. This is a significant finding because vision enables the individual to participate in a great many more activities, to be more mobile, to be more useful in a helping role, and possibly to exert a normalizing and integrative influence in the specialized milieu of the center. It is essential, however, that members without usable vision be given whatever specialized assistance is necessary in order not to exclude them from any recreation activities and experiences which may constructively meet their needs. Mention has been made of the tendency for the partially sighted legally blind persons to dominate program activities. The resentment and bitterness engendered in the totally blind members is quite real and too often justified. While professional workers may be intellectually certain of their goals, their own emotional reactions to total blindness unconsciously impels relationship with those members who can see. Sometimes members without vision are thus denied the full resources of the center, but more importantly, this quite obvious occurrence is confirmation of the primary extrinsic reaction to blindness which the member experiences frequently enough outside the center, and which may be part and parcel of his attitude toward himself. At the same time, it is a mistake to obviously contrive attention and adaptation. The negative effect on the totally blind person is the same, although his reactive behavior may be different.

Age

It is estimated that more than one-half of the blind are over sixty-five years of age. Blindness is more and more associated with longevity. The indications are that the specialized recreation center population will continue to become increasingly aged. Older current members happily continue their attendance. New older folks happily become members. The younger adults, amenable to vocational rehabilitation, tend to give up their center membership soon after they are placed in employment.

Extrinsic and intrinsic effects of blindness therefore have to be considered in the context of an aged membership, e.g., "Old age travels slowly, cautiously, and often fearfully. Age slows down most of life's processes; eyesight and hearing are not so acute, moving about takes more effort, details are often difficult to grasp and remember."¹² This general description is quite appropriate as it relates to many of the blind members. Of course, there are exceptions. Not all blind persons are so severely limited, not all older center members are so lacking in self-reliance. Every person lives within the framework of his own resources

¹² Morton Thompson, Starting a Recreation Program in Institutions for the Ill or Handicapped Aged (New York: National Recreation Association, 1960), p. 11.

and basic needs are constructively satisfied when behavior is effective within the reality limits of a person's handicaps, rather than in a continual and exhausting attempt to achieve the impossible. Hence, while blindness compounded by age may seem to make the milieu somewhat grim, the general tone should be, and can be, hopeful and optimistic. Learning about oneself and others, acquiring new knowledge and skills are interesting and stimulating experiences for almost all individuals.

Health

While blindness is experientially a physical handicap, it seldom occurs as an isolated physical phenomenon in young or old persons. Blindness is usually a symptom or effect of other bodily systemic difficulties like glaucoma, diabetes, and cataracts. Intake procedures must therefore include explicit medical information regarding the nature and degree of activity permitted, diet restrictions in relation to food and refreshments, and instructions for first aid in emergencies, e.g., fainting, weakness, or injury, and the name and phone number of the doctor and nearest relative. A good health practice and a desirable center procedure is the requirement of an annual medical check-up.

Blind individuals who have little or no self-reliance, and who are confined and dependent, represent the very people

for whom the specialized recreation center functions. However, an individual should not be included or continued in the center if he has other handicaps, physical and/or mental, which will seriously interfere with program activities for the other members. In this sense, the specialized recreation center is not conceived as a treatment center for blind adults whose degree of exceptional behavior requires medically directed psychotherapy in a clinical or special treatment setting. The advent of social group work has made possible the inclusion or continuance of mildly disturbed individuals who can be given special program attention. It is a continual lesson that the specialized recreation center member who is only physically blind is singularly rare.

Male and Female Members

The enrollment ratio of men and women in specialized centers is not significantly different from the proportions found in the sighted population generally. In the below thirty-five-year-old group, men slightly outnumber women; and in the above sixty-year-old group, women outnumber men. Sex is a recreation activity determinant. More younger men participate in sports and games like bowling, table games, skating, swimming and trips. Older men prefer arts and crafts, ceramics, singing, discussions and social dancing. Younger women tend to choose bowling, social dancing, and dramatics,

while older ladies select arts and crafts, ceramics, sewing, millinery, and clubs. Most centers conduct co-educational programs, but opportunities are present for activities in which only men or only women participate. For example, women only are found in beauty culture groups and in certain women's clubs. Activities like sewing, dressmaking, millinery, knitting, cooking usually attract only women. However, older men participate in sewing, millinery, knitting and cooking. Most recreation activities can be conducted on a co-educational basis, but there should be opportunities for single-sex activities when they are desired and when they contribute toward the objectives of the program. In one center studied, there were several all-ladies bowling teams, folk dance and drama groups.

Economic Level of Members

Studies have confirmed the depressed economic status of blind persons generally. Approximately 90 per cent of the several thousand enrollees in six major specialized recreation centers for adults in New York City were reported to have marginal incomes of less than three thousand dollars per year. An estimated one-third were receiving public assistance. Only about 5 per cent were fully self-supporting. These data have significance in several ways. They indicate that most specialized recreation center members lack the

resources to purchase commercial recreation services and/or equipment, and these data relate to specialized center fees and charges for membership, supplies and equipment, transportation and/or other services. There is, however, a growing tendency to institute policies and procedures which will inquire more specifically into a member's ability as well as his attitude regarding payment for recreation services and supplies. These efforts are compounded by a philosophy which wants to expunge as many factors as possible from the stereotyped notion of the blind as inferior and/or pauperized, and concomitantly to utilize the ego-strengthening effects which result when members are given an opportunity to decide whether they are able to pay. A realistic consideration pertains to the fact that it is already known that about 90 per cent of the members are not in any position to pay for services or supplies. It is not unlikely that the cost of administering this aspect of a center program may exceed the income. It would appear, therefore, that such a decision should not be based upon the expectation of significantly reducing the budget.

Education

Current center membership is made up largely of individuals who have not graduated from high school. This is not a startling finding since census data indicate that half

of those adults now over sixty-five years old have not completed the eighth grade. The implication for program planning is that methods of teaching, content, and quality of relationships need to be geared to the junior high school or early senior high school, with due consideration for education and understanding acquired through living. Perhaps a common error is the assumption that because the member is an adult he is prepared for activity at the college level or above. Increased anxiety and failure are certain if program does not begin at the level of the member.

Religion, Race and National Origin

Qualitatively, blindness is not particularly associated differently on the basis of religion, race or national origin. For socio-economic and health reasons the incidence of blindness is higher among minorities which have inferior status. Blinded adults tend to exhibit the dominant attitudes in their immediate culture relative to religion, race and national origin. Several factors tend to somewhat alter these attitudes. Blind adults share with the majority of the population the feeling that in and of itself difference is negative, shameful; unless, of course, it is the positive difference of recognized and rewarded achievement. The assumption that difference must be wrong is made quite evident to the blind person by the sighted. On the one hand, some

blind individuals react to this additional guilt of non-conformity by enlarging their existing prejudices against those blind persons of different religion, race and national origin. They express their intensified conflict in over-aggressive criticisms and unfriendliness. On the other hand, a consciousness of kind combines with aggression and reveals itself as reconciliation and appeasement. With due respect to psychologist-educator Berthold Lowenfeld who expressed the idea that blindness no more unites blind persons, than sight binds sighted persons together,¹³ the specialized literature and experience persuasively suggests that there is a common bond which affects all blind persons, i.e., the emotional reaction of the sighted to blindness. Blindness, in our society, represents a subculture, and blind persons therefore tend to have many similar needs which have developed out of their shared "fate." The ascribed stereotypical status modifies particular needs which result in behavior which strengthens the stereotype. Positive utilization of this linkage can be effected through professionally led member groups. Forums, informal discussion classes, inter-faith and inter-racial cooperative projects, mass activities which include nationality themes and customs, all can help

¹³ Lowenfeld, op. cit., p. 33.

to soften the encrusted prejudices of the members. Most significant, perhaps, is the atmosphere of administrative sincerity and genuineness on the part of all staff regarding respect for individuality and personal worth. Acceptance, friendliness, ease and honest interest lessen anxiety, fear and tension. Sometimes an upset member who continues to disturb the program may have to be dealt with administratively, perhaps referred for special help, or finally, expelled from the program.

Ability to Read Braille

Reading braille is a prelude to participation in many activities, e.g., cards, scrabble, anagrams, dramatics, bingo and others. In some centers, learning to read braille comes within the scope of program activities. The ability to communicate in writing has been found to be an important skill of the indigenous leader.

Mobility, Outdoor and Indoor

Physical movement is essential for physical and psychological health. Activity has been identified as a fundamental characteristic of life. It has been wisely stated that a person is not in the world until he moves in it. Outdoor mobility, more commonly known as independent travel, is the predominant intrinsic restriction caused by blindness. Fear of injury and pain, fear of groping and

identification as a blind person, fear of dependence, combine to immobilize and isolate the blind individual. There frequently is a direct relationship between a blind person's need for recreation and his ability to get about. This rather obvious rationalization is utilized to justify the large expenditures for paid transportation. Extensive experience has shown that the organized recreation program is almost completely dependent upon the reliability of transportation for the blind persons who cannot travel alone outdoors.

Indoor mobility affects program activities as well. Members who move fearfully, awkwardly, gropingly, cannot participate easily or reasonably safely in activities like bowling, swimming, dancing, or dramatics. Many of these members continue to require assistance in going from one activity to another, or to the bathroom, despite playful efforts to teach them indoor mobility skills and to instill confidence in their use. These folks just cannot risk themselves in physical movement.

Summary of Behavior Manifestations

The study which gathered the data for the manual described five characteristic behavior manifestations resulting from the restrictions of blindness upon individuals, as a result of which they required the specialized services of the recreation center, viz.:

1. Inability to learn to travel outdoors independently.
2. Need for continual assistance in indoor mobility and personal care skills despite orientation and training efforts.
3. Possession of physical and personal traits which are disturbing to sighted participants in non-specialized settings, viz.: disfigurement, poor posture, groping, grimacing, helplessness, withdrawal or aggression.
4. Desire to associate with blind persons because the individual derives comfort and security through sharing his feelings with others similarly handicapped, i.e., the risking of self and the meeting of latent dependency needs in an environment in which there is objective expectation and understanding of such roles.
5. Need for intensive attention, motivation and assistance for the individual to participate constructively in recreation activities and experiences.

Mindful of the finding that the majority of blind adults in the United States are over sixty years of age, three general groups of blind persons may be distinguished:

1. Individuals who are making a socially acceptable, independent adjustment to blindness--those who have the internal and external resources to accomplish their daily tasks and gratify their essential needs.
2. Individuals who do not have the internal and/or external resources, or who are hampered in their ability to make the best use of their resources because of personal pressures and anxieties. These people are unable to make decisions necessary to satisfactory functioning and tend to operate on a crisis basis in which they continually require external support.
3. Individuals with strongly impaired egos who cannot meet many of their daily tasks and who tend to be isolated and withdrawn. For these folks blindness tends to be totally disabling.

On the basis of the preceding, three fundamental principles were formulated in relation to the adults who populate the specialized recreation centers, viz.:

1. There should be recognition that for some blind adults the specialized recreation center program might be needed only temporarily, while for others the program might represent an optimal

level of rehabilitation and in many instances, habilitation.

2. The specialized recreation center should not be composed entirely of visually handicapped persons because such complete segregation would tend to overstress common individual and social hardships resulting from blindness and limit opportunities for positive and varying recreation experiences which link individuals with reality and society.
3. The specialized recreation center should planfully include selected, trained and supervised volunteer workers in order to maximize recreation experiences for the member, as well as to provide educational and social experiences for the sighted individuals who, upon their return to the community, will act as emissaries of the center.

CHAPTER V

THE ACTIVITY PROGRAM

Principles are implemented and objectives are achieved through the media of program activities and experiences. Concern for the total personality of the individual and his constituent need for experiences in many areas of human interest should be a basic program planning principle. The wide cafeteria of activities to be offered should be predicated upon the identified needs, interests, skills and capacities of the individuals to be served. Recreation, per se, encompasses activities and experiences as numerous and as varied as all human behavior. Nonetheless, recreation-educators have developed nine suggested major categories of recreation activities for inclusion in organized center programs, viz.: (1) arts and crafts, (2) dance, (3) dramatics, (4) groups, (5) literary and language, (6) music, (7) nature and outings, (8) social events, and (9) sports and games. These categories are comprehensive but not exhaustive, definitive but not mutually exclusive, and obviously presented in alphabetical order, thereby implying no inherent value priority in the program. The extensive scope offers quantitative

as well as qualitative balance, e.g., action and passivity, large and small muscle coordination, gross and fine intellectual and/or emotional involvement, and opportunities for lower and higher levels of creative expression. The organized center recreation program should include activities from each of the categories, or from as many as possible, and should add miscellaneous non-categorized activities, as these are desired by the members--if the activities contribute toward center objectives. The program should be people-centered rather than activity-centered.

Facilities, equipment, materials, staff, activity organization, and finances are interrelated influencing factors which determine, to a large extent, the quantitative and qualitative extent of particular activities in the organized specialized recreation center program. Desirable standards relating to these factors have been developed and explicitly documented in the authoritative professional recreation literature, e.g., George D. Butler, Introduction to Community Recreation; Harold D. Meyer and Charles K. Brightbill, Recreation Administration: A Guide to its Practices; and The Athletic Institute, The Recreation Program.

It has been substantially demonstrated that specialized recreation center members required only a minimum of special adaptations of facilities, equipment or materials because of their visual impairment. Also, it is common experi-

ence that there are no substantive teaching adaptations necessitated by blindness. Teaching techniques are somewhat altered, e.g., there needs to be a greater degree of individual attention, slower tempo of achievement in a more relaxed atmosphere, more detailed verbalized instruction and supportive discussion, the utilization of substitute stimuli like the handling and feel of ceramics, sculpture or crafts models, or feeling a pinned seam in sewing and millinery. More attention is given to the orderly arrangement of equipment and supplies within a room so that the member is more aware of what is around him, feels more at ease and moves more freely and safely. Staff spends a great deal of time in planning and preparation. In certain activities like arts and crafts and dramatics, preparation time often exceeds activity time. The wide range of membership skills and capacities, combined with the intrinsic and extrinsic effects of blindness necessitates a great deal of individualized and personal instruction. Properly selected and trained volunteers help to meet the need for intensive staff assistance in many program activities. Generally, as soon as a class or group on hand crafts exceeds four or five members, at least one staff assistant is desirable in order to protect the member from excessive waiting and the leader from exhaustive pressure. Volunteers serve their most useful function in the preparation

of materials and in the individual assistance to members which they render under the guidance of the activity leaders.

The centers should include a variety of recreation activities from the delineated categories. There are also novel activities which are motivated by the presence of a singular volunteer and/or member with special talents and interests. In one center, for example, finger painting has been a desirable and feasible recreation activity for an older lady now totally blind, who had taught art and painting when she was sighted. In several centers, partially sighted members with some talent are busily engaged in painting scenes and portraits. They require special lighting, magnification devices, and some staff assistance. Many of the paintings are very good and will be exhibited by the members and the centers with justifiable pride. Enormous concentration and effort are required for these achievements because the members are severely visually handicapped. Nevertheless, these accomplishments are sometimes carelessly represented as the work of "blind" individuals, i.e., members without usable vision. These ill advised implications confuse everyone. Individuals without usable vision are made to feel uncertain; those with usable vision are made to feel hypercritical and cynical; and unfortunate blindness stereotypes are perpetuated, i.e., the blind possess a mysterious

ability or talent. In one center, bag punching has intrigued and delighted a group of younger blind adults through the leadership of a volunteer who was a former boxing champion. In another center, it is fencing, and in a third, SCUBA diving is regularly taught.

However, the activities which follow are those which regularly recur, and in which many members with and without usable vision participate. The normally required complement of facility, equipment, materials, class or group organization, and budget are presumed. These are specified in sufficient detail in many professional recreation textbooks, and in written materials published by the National Recreation Association. The special problems and considerations engendered by blindness, as these were noted in the operating specialized recreation centers for blind adults in New York City, are presented.

Arts and Crafts

Dr. Frederick Tilney, noted neurologist, has stated that an individual cannot achieve normality, nor maintain normality, without some manual accomplishment. A widely accepted mental health concept concerns the efficacy of concentrated conscious attention outside of oneself. Handicrafts serve also to develop tactility, i.e., the coordination of mind and fingers, as well as haptic perception, i.e.,

touch sense, both of which faculties are important as substitutes for visual experience. Arts and crafts provide opportunities to learn new skills as well as to rekindle interest in forgotten skills.

Many levels of achievement are possible so that risk to self or to status in the group is minimal, and participation is encouraged. For some members arts and crafts provide opportunities for truly consummatory creative experiences, while for others the rewards are less esoteric, but still very satisfactory. Frequently utilitarian considerations spark some of the motivations. Making gift or saleable articles has great meaning for many members. The monetary and remunerative aspects should not dominate the activity. The atmosphere and attitudes should remain essentially recreational. Meanwhile, members have the opportunity to experience the creation of objects which have form, design, color, and worth.

Arts and crafts activities require little mobility and little physical effort, hence they are very popular with the older members. Even in centers committed principally to social group work, hand crafts are and should continue to be dominant activities. While many tend to be individualistic, group centered projects have been developed through discussion and planning with the group. Such projects may include the construction of decorations for program events, props.

for dramatic performances, the sewing of children's garments for a hospital for foundlings, or the knitting of socks and sweaters for the disaster unit of a local Red Cross chapter.

Arts and crafts articles serve as objective demonstrable evidences of achievement to the member, the staff, and the community. Sincere and deserved recognition strengthens the members, improves staff morale, and provides materials for use in public education and center publicity.

Specific arts and crafts activities which have been widely and regularly included in current specialized recreation center programs follow:

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| a. Baskets | h. Rugs |
| b. Ceramics | i. Sculpture |
| c. Leather | j. Sewing |
| d. Metal | k. Tiling |
| e. Millinery | l. Weaving |
| f. Knitting | m. Woodwork |
| g. Raffia | |

The comments which follow were derived from observations and interviews in operating specialized recreation centers. They may serve as guides in planning and conducting these activities. Although the comments have general pertinency, they are particularly relevant to the intrinsic and extrinsic effects of blindness upon recreation needs, and their satisfaction through the activity.

Baskets

Baskets are included despite their stereotypical association with older notions of blindness. Basketry is a skillful yet flexible hand craft, so that members with varying skills and capacities may successfully complete credible and useful articles. Once started, members can proceed on their own without continuous supervision. Extensive reed storage shelves and extra large soaking sinks present problems. In the context of the arts and crafts unit where many materials are being used at the same time, the negative associational implications of basketry are absent or minimal.

Ceramics

Ceramics require concentrated attention in the early stages of learning. Fine finishing and glazing are largely the work of staff. Some members with usable vision may be able to do most of the work up to the point of firing in the kiln. Small work tables for two are recommended, with five or six tables to a room. Quickly getting the finished product to the member seems very important. For groups of ten to twelve members several large kilns are necessary. Most of the glazing and firing are accomplished before and after classes. Full classes require at least one worker in charge and three helpers.

Leather

Leather is a widely used material. Leather projects are primarily in the form of kits. While prepared projects undoubtedly limit variety and creativity, it is common experience that the range of available kits is sufficient to challenge the abilities and capacities of most members. When large pieces of leather are available through purchase or donation, necessary staff preparation of the material is extensive, and the material often becomes a non-commercial kit. Membership abilities, capacities and usable vision determine maximum class size. Ten members usually require a leader and two assistants.

Metal

Metal is limited to hammering ashtrays and ornamentations. Perhaps because blind people depend so much on the auditory sense, the pounding is particularly disturbing. Metal work is desirable and feasible, but the activity should be conducted in a sound-proof room or away from other activities.

Millinery and Sewing

Millinery and sewing are very popular with the ladies, although in several programs, men have engaged in sewing simple novelty items like aprons, smocks and pajamas.

Extensive preparation time is essential, and usually equals activity time. Several adapted devices enable the members to be more independent, e.g., self-threading needles and measuring tapes stapled at the half-inch markings. A great deal of time has to be spent on cutting out patterns. Only few members can prepare their own pieces for sewing, and then only if they have a great deal of individualized assistance. Sometimes, for a particular member, this is desirable. Storage of materials and unfinished projects requires considerable space and organized procedures. The cost of materials is high. A great deal of these materials can be obtained through donations which requires planful and continuous supervisory efforts.

Woodwork

Woodwork classes are usually small, i.e., three or four members. Power drills and power saws may be used, but the emphasis should be on hand tools. Members learn how to use a braille ruler, and how to mark or score a board with a square in preparation for making a square cut. Driving a nail straight is quite an achievement without sight, especially without marring the wood. Some members are able to use planes, chisels and miterboxes. A great deal of time is spent in sandpapering and preparing surfaces for staining and waxing. As in most program activities, usable vision is

very helpful. Boxes, stools and lamps are the favorite projects.

Summary

Quantitatively and qualitatively, arts and crafts activities dominate the specialized recreation center programs for blind adults, particularly for the members in the older age groupings, i.e., those above sixty years of age. Visual impairment does not necessitate substantive adaptations in facilities and equipment. However, the nature and variety of member backgrounds, interests, skills and capacities, as well as the restricting effects of blindness require lengthy and highly individualized instruction. The nature and degree of membership involvement in a project is dependent not only upon the member's personality and skills, but also upon the nature and degree of staff involvement in the project. Many members need substantial support and assistance, but none should be given when it is neither needed nor wanted. Patience, ingenuity and the ability to value small achievements are essential ingredients of staff effectiveness. Most important is the conscious and continuous realization that the member, not the article, is the prime concern of the endeavor, and that help should be offered only when it is needed and wanted.

Dance

Dancing is included in the specialized recreation center programs because it satisfies many recreation needs, e.g., exhibition, affiliation, play, activity, heterosexual association, and many others. Mobility and sociality, two primary areas of restrictiveness due to blindness, are encouraged and developed through dancing. Dancing skills serve as a positive link with the past, since most of the members have some skills in social dancing. Little effort is required, and the atmosphere of fun and friendliness usually associated with social dancing are a welcome respite from the all too prevalent grimness which pervades the experiences of many members. Dancing tends to improve physical tone, coordination, posture and self-care.

Social dancing may often serve as a lead program activity for attracting volunteers. Most volunteers on the direct service level are women. Often, dancing is the only basic skill which they can comfortably offer, and their assistance is needed and can be utilized. For these volunteers, the entry into the specialized field is thus quite positive. Their initial contacts with blind persons occur in a relatively friendly atmosphere which quickly dispels some of their apparent gloomy anticipations. Later some of these volunteers may be recruited and trained for other program needs. Because relatively larger numbers of volunteers

are used in the more flexible social dancing activities, the centers have a corps of informed center emissaries who can help to strengthen community ties with the members and with the center.

Two dance classifications are distinguishable in specialized center programs, viz.: (1) eurythmics or the structured dance class, and (2) the supervised social dance.

Eurythmics

Eurythmics include social dance lessons, and folk and square dance lessons and dancing. Formal social dance classes are very popular. Just as in arts and crafts, the range in ability, capacity, and interest is great. It has been found desirable to attempt some grading. Beginners and those who may continue to be beginners should be placed in one group. Rapid learners and experienced members constitute the advanced group. It is common experience that the members in the beginners' group will continue to attend all season, and for many seasons, as long as the group is congenial and active. Apparently, many of the enumerated recreation needs are being met so that the definitive acquisition of dance skills becomes a lesser factor.

Folk and square dancing add variety and quality to center dance activities. Here, somewhat more than in other activities, the personality, experience, and teaching skills

of the instructor are paramount. These dances represent new learning for most members. Added motivation and skill from the leader are necessary to sustain member interest. The simple folk circle dances are most appropriate. Square dances are almost impossible for totally blind individuals. Some of the simpler ones may be adapted, taught and enjoyed if the set includes many sighted and/or partially sighted individuals. The more continuous the physical contact, the more feasible the folk or square dance is likely to be. The specialization of teaching method includes decreased instruction tempo, slower music, careful and detailed verbalized explanations, with frequent tactile and kinesthetic supplementations, e.g., allowing the member to feel the position or movement of the instructor, or to be moved by the instructor. In the recreating setting, these adaptations may occasion much fun and satisfaction.

Social Dance

Social dancing used to be the principal activity in many specialized recreation centers. There are many agencies for the blind, large and small, which offer a service labeled "Recreation." These recreation programs consist primarily of occasional get-togethers for local blind residents, at which entertainment, refreshments, food and social dancing are provided. When transportation is available, many

isolated and lonely blind persons may have a wonderful time-- but the dangers inherent in this kind of patronage service are evident. They are highly reminiscent of the "bread and circus" motif of recent yesterdays. Professional recreation and group workers tend to look askance at mass affairs where members are essentially non-participating dependents who need to be danced with, fed, and entertained. "Aren't they wonderful!", and "they're so happy!" stir the ire of thoughtful workers who labor to strengthen individuality, and to alter the stereotypical concepts revealed by these exclamations. Although motivations for these affairs are mixed, their subsequent evaluation is usually based upon attendance figures, costs, and amount of publicity.

With membership participation in planning and operation, and as a part of the organized center programs, social dances can play a positive role in meeting membership needs and program goals. At such dances, selected staff members, paid and volunteer, purposefully include the insecure timid member so that no one is even more isolated or made to feel "less." Social dances provide a splendid opportunity for the use of dance music, paid and/or volunteer, provided by musicians who are blind. Appropriate records and tapes are also used, but the older folks prefer "live" music--and the old songs.

Two minor problems concerned with the totally blind members require careful attention. It is inadvisable for the totally blind man to aggressively attempt to find dancing partners. Even in the congenial recreation setting this procedure is sometimes perilous. Conversely, sighted and partially sighted female dancers must reverse the traditional female role and ask the man for the dance. This is not as simple as it seems. Some blind men are unable to accept this role change. Well oriented staff, paid and volunteer, help to provide the friendly understanding atmosphere in which everyone is better able to deal with these realities.

Dramatics

The human need for self-expression is demonstrated in many ways and through many media. Dramatics is a mode of expression which helps some individuals to communicate with themselves, with others, and with some spiritual force quite outside both. Drama has a high priority as a recreation activity in which a person may experience a high level of creative accomplishment.

As a medium of self and interpersonal expression, dramatics meets many discrete recreation needs, e.g., achievement, recognition, exhibition, affiliation, cognizance, activity, creativity, aggression, dominance,

sexuality, acquisition, and others. Dramatics is singularly able to countervail effects of blindness. Members are demonstrably helped in mobility, posture and general poise. Through characterization and communication there is an increase in self-understanding and a lessening of anxieties and tensions. The wholesome recreative effect of really being someone else for a while is a basic mental hygiene principle. Play and acting are indigenous to man and the adults who can utilize dramatics to express and meet their recreation needs are to be envied. They experience the satisfaction of working and learning together in order to inform, intrigue and entertain an audience. Only the actor can know the exhilarating and ego-strengthening feeling which results when the audience signifies its approval through applause. Because dramatics is a group activity it is essential that the dramatics leader, who may be called director, coach or teacher, be more than just a good technician. A sound knowledge of interpersonal dynamics is necessary.

Specialized recreation center dramatics may range from a single workshop unit of three or four members conducted by an untrained staff member, to a highly organized core of activities involving several full and part time drama specialists and scores of members. The interaction of member needs, interests, capacities and abilities, as these

exist in the particular environmental matrix of a particular center, i.e., the myriad of organized resources which go into play production, determine the nature of the dramatics' function.

Because of the identified restrictions of blindness, even the single small drama workshop necessitates the utilization of staff members technically knowledgeable in dramatics and in group dynamics. Even in non-medically directed workshops, role playing in improvizations and skits is a serious responsibility. Individualized pre-planning is highly desirable. However meagre or amateurish, even the simpler workshop group represents an important avenue for satisfaction for the member who has some capacity to express his needs through acting.

In the specialized recreation centers where dramatics is a major core activity, the groups may begin with elementary workshops and run to highly organized drama clubs and "little theatre" groups. Drama activities which will result in public performances require many considerations which involve the blind actors, the center and its affiliate parent organization, the community, and even work for the blind in general. The public education and publicity aspects rival in importance the implications for the actors.

One of the largest specialized recreation centers

includes a drama group which has earned national and international prominence as a company of blind actors. The Lighthouse Players top the drama activities in the Lighthouse Manhattan Center of the New York Association for the Blind. The group comprises seven blind individuals. Experienced and knowledgeable actors, they are assisted by a corps of helpers which includes an overall production supervisor, a professional director, stage manager, scenic designer, guest actors, volunteer costume and prop assistants, ushers, maintenance helpers and a host of indirect supportive services which include printing, mailing, publicity, special committees for ticket promotion, and administrative staff involvements. The Lighthouse Players present two plays per season, one in the fall just before Thanksgiving, and one in the spring just before Easter. A play requires about twelve weeks of intensive preparation. Active rehearsals on stage are necessary for five weeks preceding opening night. The Lighthouse Players rehearse two evenings per week, about two to three hours each evening. Sometimes extra rehearsals are needed just before opening. Each play is given on four successive evenings with a matinee on Sunday. Audiences average around three hundred persons for each performance. Tickets are nominally priced at two dollars. The gross cost of a play is about five thousand dollars. The net cost is approximately

two thousand five hundred dollars. This does not include the value of services given by the administrative and clerical workers who process the bills and receipts, the public relations personnel who utilize the activity for public education and publicity purposes, and many other staff workers. The plays are often reviewed by major Broadway drama critics, and given press, radio and television coverage. Celebrities accompany board members to first night performances.

Inexorably, the essential character of the activity changes from dramatics for recreation to dramatics for public relations in which the actors become subservient to the production. For the blind actors, the play represents a high level of admired and recognized achievement. There is every evidence that for them the process of acting is truly a consummative experience. What does happen, however, is that administrative power involvements crystallize a great deal of the flexibility inherent in a recreation activity.

The extensive experience of the Lighthouse Players has resulted in a catalogue of suggestions which can serve as a guide for production dramatics in specialized recreation centers for blind adults. The selection of members for participation in production dramatics should be based on the criteria which follow: (1) the needs of the member; (2) dependability and responsibility in relation to class and

rehearsal attendance (independent mobility is a great asset); (3) adequate intelligence in order to be able to understand characterizations, plots, relationships and communication; (4) ability to read braille, memorize lines and be responsive to auditory cues; (5) reasonable physical presentability on stage in relation to mannerisms such as groping and grimacing. These qualifications reflect the significant public relation influence upon the activity. When the activity is primarily recreational, the principal concerns are with the participants. Then the principal criteria become (1) the needs of the member, and (2) the needs of the group, plus some generalized consideration of the other factors, as these relate to the individual member and the drama group.

All drama work should be consummated before an audience, whether the latter consists of friends, relatives, members and/or staff. The occasion may be formal or part of a social function, i.e., dance, party or festival.

Other drama suggestions, distilled from extensive specialized recreation center public play productions, follow:

1. Play content should not deal with blindness or other physical handicap; comedy, mystery, and melodrama are preferable to tragedy or heavy drama; and well written plays with good dialogue are better than simpler, less mature plays.

2. Plays with moderate physical movements are easier than those with excessive and violent actions by the blind actors; but plays with too much pantomime and other forms of non-verbal communication should be avoided; the blocking of plays should have the blind actors move away from stage front whenever possible (a wide rubber mat running the length of the front of the stage is standard); it is advisable to block the action so that as often as possible, a sighted guest actor is somewhere nearby on stage in scenes in which a blind actor is involved in much movement.
3. Simple uncluttered sets with a minimum of exits and entrances are preferable; single scene, or at most, one scene change is recommended; heavy furniture, tables, chairs, and end tables, secured to the floor with a few tacks or nails around the legs serve to prevent upset and confusion from occasional miscalculations in movements; inconspicuously tacked-on rugs and runners leading to exits, entrances, and important actor positions are helpful.
4. Lastly, the early availability of parts in braille so that the blind actors may quickly learn their

parts and devote their attention to movement, characterization, gestures, facial expressions, and most important of all, communication.

Group Activities

Man is essentially a social creature who derives many of his needs and their satisfactions through group experiences. The group is the normal setting in which individuals may meet others who face similar problems and speak in terms they understand and accept. Through common sharing of experiences and problems an individual experiences a consciousness of kind which enables him to assess his own situation a little more objectively. The realization that he is not alone and that others have to face and adjust to problems even more difficult than his own, tends to allay some of his fears and anxieties. Within the group he is stimulated to express himself, and he thus contributes to the dynamic interactions which in turn help him to face some of his problems more realistically. At the same time, many of his recreation needs are met and their satisfaction makes him eager to continue and enlarge his group activities and experiences. The small group provides a particularly appropriate milieu for the isolate who has not previously participated in group activity.

In the specialized recreation centers, two types of

groups are generally observed. Before differentiating them, the concept of group should be clarified, i.e., a group consists of two or more persons who interact with each other, and whose particular relationships have sufficient structure and content to distinguish them as a separate entity from other groups or activities. In this sense, a plurality of individuals may or may not be a group. Groups develop out of staff and/or member planning. However, there is no validity to the assumption that a group inherently satisfies recreation needs constructively. In other words, a group, per se, is not necessarily a good thing.

The dominant type of group in the specialized recreation centers is commonly identified as the special interest group--and there are scores of them, e.g., bowling clubs, fishing clubs; folk song groups, choral groups; welcoming committees and program committees; ham radio clubs, chess clubs, public speaking clubs and a host of others. These are undeniably groups, i.e., they have two or more members who are aware of each other, and who interact in relation to common interests and purposes; they have sufficient structure and content to distinguish one group from another and from other activities. Special interest groups may vary in size from a few members to more than one hundred. They meet regularly, exhibit vigor and variety in their activities

and accord the participants many opportunities for meeting their recreation needs.

The second type of group found in specialized recreation centers possesses essentially the same general ingredients, but is differentiated by one important factor, i.e., the inclusion in the group of a leader who is a professional social group worker. In his leadership role which is planfully and purposefully directed to achieve designed individual and group interactions, the dynamics of the particular group relationship are understood and utilized to constructively meet the needs of individual members.

In the first type of group, the leader is a recreation worker. As a professional worker he is trained to understand group dynamics and individual recreation needs. Nevertheless, his focus is directed principally toward problem solving in relation to the special interests of the group, and toward the development and use of indigenous leaderships within the group. These are noteworthy and constructive recreation center goals. Frequently, however, professional staff is not available for assignment to all groups, and reliance upon relatively untrained and/or indigenous leaders becomes the pragmatic solution which is then rationalized as the best answer.

Indeed, a group is not necessarily a good thing.

Poorly led groups can be deeply destructive to individuals despite regular meetings and functions which present a picture of harmony and activity. In their contacts with the public, such groups may strengthen and perpetuate blindness stereotypes which the center is trying to weaken and eradicate. The aims and objectives of the specialized recreation center necessitate professional supervision of all groups with appropriate opportunities for self-governing clubs to function as independently as possible in a manner which will foster achievement of center objectives. Such professional supervision need not be constant and continuous, nor interfere with the normally understood prerogatives of internal club procedures and practices. The nature and degree of supervision can be worked out jointly with the officers of the club as long as they accept in good faith the purposes and objectives of the center.

Some specialized recreation centers are fully committed to small group work as the principal modality upon which the activity program is designed. In such centers, recreation activities serve as the interest elements which help to associate individuals one with another; but the most effective achievements are alleged to be those which result from the interpersonal relationships which are planfully stimulated by the social group worker. Obviously, social work groups tend to be smaller in size than the clubs, and while

the leader's role is flexible, he is ever present and observing. Not every group requires a social group worker, but the specialized recreation center member is particularly likely to benefit from participation in groups led by social group workers. Social group work is particularly useful in dealing with members who have difficulties in social relationships. Sometimes, however, a social group worker is lacking in specific recreation activity skills, so that he cannot meet the immediate needs of the member. The group tends to become a contrived exercise in verbosity which is frustrating for all. The limited availability of qualified social group workers, and even if a sufficient number were available, the limited finances to engage as many as needed, make discussion of their indispensability artificial and academic. There is no doubt, however, that in the fundamental nature of their specialization, recreation centers for blind adults should include social group workers, because the most predominant extrinsic effect of blindness is social isolation. The milieu of a peer group, i.e., a group of blind individuals, is most conducive for directed discussions of realistic problems arising out of conflicts caused by maladjustments to ill-defined role requirements. It is quite common experience that blind persons delight in castigating the sighted for lack of understanding, frequently

referred to as "stupidity." Professional leadership is essential if the activity is not to become a destructive "flaying of a dead horse," in which the principal ingredients are debilitating frustration and bitterness.

Literary and Language Activities

Many intrinsic and extrinsic restrictions resulting from blindness may be lessened through activities which facilitate contacts and links with reality. Too often, blindness results in withdrawal and isolation, from people, and from things. Linguistic symbols occur in every phase of human endeavor and communication with oneself and with others is vital to sanity and health. Language is both cause and effect in socialization. In the cauldron of group dynamics, language is the primary tool which relates and connects people and ideas.

Some of the activities found in this category may appear more appropriate for inclusion in the previous category, "Groups." Their presence in this category denotes tool or method of receiving and/or imparting knowledge as the primary criterion.

Fourteen specific literary and language activities are presently included in specialized recreation center programs, viz.:

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| a. Braille | h. Public Speaking |
| b. Debates | i. .Reading |
| c. Forums | j. Spelling |
| d. Languages | k. Typing |
| e. Lectures | l. Writing |
| f. Library | m. Phone-dialing |
| g. Newspaper | n. Cane Travel |

Some of the preceding activities may seem scholastic and academic, like Braille, Spelling and Typing. Class waiting lists and earnest requests for more classes attest to the avid interest of the members for participation in these activities. In the classes, content is highly individualized and teaching methods are flexible. There are no formal achievement goals, and each member is encouraged to acquire usable communication skills. Accomplishments are praised but slow progress or failure is understood and carefully handled. There is no pressure. The atmosphere is easy. The members enjoy working and trying to acquire the knowledge and skills. These are undoubtedly recreation activities.

Braille

Braille intrigues many members. Apparently, following sufficient acceptance of blindness, and an awareness of the relative intellectual simplicity of Louis Braille's six dot cell, many members really want to acquire this useful

reading skill. Of course, actually learning to read fluently is not so easy; and too often, older fingers and weary brains are not adequate for the task. But even if only thirteen symbols are learned, i.e., from one through ten, the letter "k" for king, the letter "q" for queen, and the letter "s" for spades, an extensive array of useful solitary and social card games become available to the member, inside and outside the center. Bingo is very popular with the members, just as it is with many sighted older folks. Only the first ten braille letters of the alphabet, which also represent the first ten numbers, are needed for independent participation in this game, in the center and in the community. Braille reading is necessary for reading scripts in dramatics. Ability to take notes in braille seems to be a significant factor in identifying members with initiative and leadership potential. Ability to read braille opens a wide avenue of contacts which help to keep a blind person in the stream of life, for he can subscribe to numerous free braille publications. Receiving one's own mail, and reading it oneself have unrealized ego strengthening implications.

Debates, Forums, and Lectures

Debates, forums and lectures are differentiated by form and structure of activity rather than by content. The nature and purposes of a group determine the particular form

and content of the information presented. For example, debates require knowledgeable center leadership and relatively sophisticated members who delight in the more formal discussions of significant and controversial subjects. Forums tend to present informed speakers who allow sufficient time for questions and discussion; while in lectures, most of the time is allotted to the speakers. The range and depth of member questions often surprise guest speakers, even though they have been oriented and prepared. Somehow, their expectations continue to be influenced by the ever-prevailing deficiencies ascribed to the blind.

Language

The thrill of acquiring knowledge and skills, combined with necessity and the desire to be some part of one's community, can be seen in several specialized recreation centers where the members have asked for lessons in Spanish. Economic realities and general immobility keep many blind individuals resident in neighborhoods which are in transition. These members want to understand and relate themselves to their new neighbors; and another recreation activity comes into being.

Reading Groups

A special caution is advised with regard to "Reading." Some volunteers, with the best of intentions, wish to

contribute that ability which makes the least demand upon them, i.e., physical sight. In other areas this might be a blessing, but in the specialized recreation center reading group, the volunteer who just reads is deadly. The material should be appropriate for the group, but even more important is the ability of the volunteer to critically discuss content, style and author. Then the activity sparkles.

Typing

The desire, persistence and ability of members to learn personal typing is further evidence of the blind individual's need to be challenged, to acquire skills, to be linked with the normal, and to improve his communication potential. Aside from the problem of acquiring a typewriter on which to practice, the carry-over into the home has many positive implications in relation to the member's social status.

Script Writing

Script writing is popular with the adventitiously blinded members who wish to continue their writing skills by using the various writing guides which are available, i.e., signature plates, folded cardboards, and writing boards. All of these are available from the American Foundation for the Blind. Script writing is also desired by some members who have never seen, and who have had no experience with

letters in regular written form. Although the reference is to script writing, the goal is personal signature. These blind members want the skill and pride of signing their own names wherever signatures are needed in modern daily living.

Peripatology

peripatology is the name given to the science of travel. Many specialized recreation center members are eager for information and skills which will help them move about a little more securely. They just want to be able to get outside and walk around the block independently. A room or even an apartment begins to close in after a while. Peripatology, while not an extensive technology, is the province of adjustment or vocation training in rehabilitation. It is best, therefore, to enlist the direct assistance of a peripatologist. If this is not practical, a selected staff member can be taught the fundamentals of cane travel. Because one of the principal effects of blindness is restricted mobility, cane travel becomes an enormously desirable recreation activity. An individual is more in the world if he moves in it. This is a primary center goal.

Music

Music has the power to take a person out of himself, out of the humdrum of day-to-day existence, and to arouse in his heart the most joyous and noblest emotions. Through music, he can recreate for himself, and make part

of his experience, the excitement, the despair, the joy, or whatever emotion impelled the composer to write the music or the folk to improvise it. Through music a person can attain the quintessence of beauty, walk the Olympian heights of nobility and exultation, or drain the dregs of remorse and anguish. The essence of music is life itself.¹

Anthropologists allege that music preceded language in the development of human expression and communication. Responsiveness to music seems to be a basic human characteristic.

While there are no scientific data to suggest that individuals without sight are gifted with special talents or abilities in music, organized specialized recreation center programs include many music activities. Activities in this category require little movement, little exertion, and provide a variety of qualitative levels of involvement and of expressiveness. These characteristics promote their popularity with members. Some recreation center programs even include formal instruction in piano, accordion, saxophone, clarinet, violin and other instruments. Such activities are usually not perceived as recreation activities, because of the necessary disciplined application and study. However, within the pervasive atmosphere of voluntariness and

¹ Charles Leonhard, Recreation Through Music (New York: A. S. Barnes and Company, 1952), p. v.

flexibility, these formal music lessons seem properly to belong in the recreation program; and the activity meets the expressed needs and desires of the members. Even for those musical instruments usually regarded as characteristically recreational, e.g., guitar, auto-harp, recorder, and harmonica, some talent and disciplined applicability is required. The setting, pace, and ready acceptance of whatever progress the members can make designate the activity as recreation. In this connection, it is important that the leader and/or teachers be sensitive to the implications of failure and frustration when member progress is nil over a long period. The activity may then become more negative than positive. Recreation leaders are sometimes reluctant to suggest another activity in which the member may experience the satisfaction of achievement; and at the same time, the member hesitates to confirm his inability. The sessions continue long after recreation ingredients are dissipated.

Music activities included in currently operating specialized recreation centers follow:

- | | |
|--------------------|-----------------------|
| a. Autoharp | g. Harmonica |
| b. Bands | h. Music Appreciation |
| c. Chorus | i. Musicales |
| d. Community Sings | j. Recorder |
| e. Folk Songs | k. Rhythm |
| f. Guitar | l. Ukelele |

Autoharp

The small five chord autoharp is an excellent instrument for beginners. A simple chord is formed by pressing the corresponding chord button. The tone quality is good. A member can accompany singing after a few lessons. The five chord autoharp costs less than twenty-five dollars. A larger instrument with twelve chords is also inexpensive. Home practice is simple.

Bands

Abundance of leisure time encourages many blind individuals to undertake formal music lessons. For those who are learning to play band instruments, the opportunity to practice in a band group is eagerly sought. Positive interpersonal relationships and friendships are formed. The cooperative and rhythmic experiences are highly desirable and satisfying. A center band is a kind of culmination of conscientious effort and practice, just as the play is the thing with members in dramatics. The bands often include members who possess music skills acquired before blindness. Sometimes, skilled sighted volunteers helpfully contribute form and quality to the music. These bands may be used at center dances and entertainments. For a few members, band practice has vocational and remuneration connotations, but for most members, band practice is an enjoyable recreation

activity. Necessary minimum equipment includes a piano and a set of drums. Some care is necessary to locate the practice room away from activities which may be disturbed by the music. Once the band achieves some cooperative competence, continuous leadership is unnecessary.

Choruses

Choruses, glee clubs, and community sings should be regular recurrent program activities. Almost everyone can sing. Singing is individually expressive, as well as communicative. Singing tends to relate and unite people. Many levels of participation are possible, i.e., from the disciplined formal chorus for which one has to "try out," to the informal "Mitch Miller" type of community sing. Only a few members have the skill and will for the structured chorus, but several specialized recreation centers have such high caliber groups. The members derive great satisfactions from the technical achievements, as well as from the recognition they receive within and outside the center. Such choruses serve as public education media for the centers and for blind persons generally. Of course, there is the danger of perpetuating the stereotype of the blind musician beggar or the blind musician genius. One is again apt to hear "Aren't they wonderful!" However, this reaction is inherent in every achievement by blind persons. Patronizers are useful

and educable. Defensive attitudes can be directed away from the members while the resources are used to strengthen them.

Glee Clubs and Community Sings

The informal glee club and the larger community sing groups are the mainstay of the center singing program. The knowledge and enthusiasm of the leader are obviously essential; and unless the leader is a rare one, planning is necessary. The content should include the favorites which almost everyone in the group knows. Despite an occasional grumble, the members like to learn new songs, or the complete lyrics of old numbers. Variety is important because of the range of individual favorites. Proper accompaniment should be provided on piano, guitar, accordion, banjo, ukelele, autoharp or harmonica. Some of the older gentlemen play the mandolin. Members who have just learned to play chord instruments like guitar or autoharp, derive much satisfaction from leading simple tunes which can be played with only the tonic and the dominant seventh chords. Such songs include "Clementine," "Down in the Valley," "Everybody Loves Saturday Night," "He's Got the Whole World in His Hand," "Go Tell Aunt Rhody," "Oh! Woman," and many others. If a sufficient number of members can read braille, it is helpful to provide brailled song sheets.

Guitar, Ukelele and Folk Songs

The guitar, ukelele, and folk songs are usually included in one group activity, dependent upon the number of interested members and their abilities and capacities. Chords and strums are taught for accompaniment to folk and popular songs. There are no special adaptations. It is sometimes necessary to be tactical, i.e., have the members touch the finger positions of the teacher, or for the teacher to move and place the member's fingers on the strings in the proper fret. Chords can be easily brailled over the lyrics where the chord changes, if the student can read braille. Guitars and ukeleles for home practice are available at low cost. A good student guitar can be purchased for about twenty dollars. Procurement of musical instruments for blind members has been found to be a good service club project with a minimum of personal patronizing involvement. Members with some ability quickly learn to play several basic chords on the guitar or ukelele. They are then able to amuse themselves and others at home--and they proudly perform within the center. Members who continue to have difficulty with the simplest chords should be carefully transferred to the folk song group or to some other activity.

Rhythm Bands

It is an established recreation principle that all individuals should experience rhythm in some form. Rhythm bands are occasionally organized in recreation centers for older adults. However, this activity is too often associated with the play of younger children. Because blindness stereotypes imply dependency and childishness, the rhythm band does not seem to be a desirable music activity for blind adults.

Music Appreciation

Music appreciation is an activity akin to reading to blind persons. Unless the leader is knowledgeable and skillful, music appreciation becomes boring and drowsy listening. Planning, which begins at the member interest and comprehension level, with music supplemented by information about the composer and his intentions, are necessary elements of a good music appreciation activity. A good record player is recommended so that the members may experience the quality of the music. Because the members cannot communicate with each other through their glances, more frequent interspersions with talk is helpful.

Neither facility nor equipment has to be specially adapted because of blindness. If a sufficient number of members are facile in braille, lyrics and chords can be

brailled for individual study. Reasonable sound privacy is necessary for music appreciation, and practicing bands should not be where they will disturb other activities. Since blind persons have to depend a great deal upon auditory experiences, the music and sound equipment should be of high quality.

Nature and Outings

An important principle states that the specialized recreation center should plan its program in relation to the physical and cultural resources of the community and make full use of such resources. Communities which are sufficiently sophisticated and resourceful to support specialized recreation centers are likely to include a wide array of educational and recreational opportunities for its citizens. The specialized recreation centers in New York City are fortunate in this respect. In every center, planful efforts are made to utilize the varied cultural community offerings, e.g., visits to the United Nations, museums, exhibits at the Coliseum, Rockefeller Center, parks and botanical gardens, theatres, movies, television shows, sports events, concerts, opera, Circle Line trips around Manhattan Island, Hudson River Day Line outings and picnics, Staten Island Ferry trips, visits to wharfs and docked ships, and even visits to local community centers. One center features an annual weekend

trip to Washington with an interesting itinerary of contacts within the nation's capital, as well as talks with congressmen.

The immobility and isolation aspects of blindness, particularly as these relate to older folks, enormously enhance the positive significance of the preceding activities and experiences. Trips and outings are thrilling, educational, and engender enthusiasm for future planning as well as stimulation and information for discussions.

There are problems, viz.: transportation arrangements and costs, ticket charges, adequate volunteer assistance in relation to size and content of the member group, and public education and public relations considerations.

Members are generally required to meet the cost of transportation if they are able to do so. It is occasionally possible to arrange for volunteer transportation since these are special requests for non-recurrent service. It is also possible, sometimes, to get admission tickets free or at a discount. Again, if the member is able to pay, he should be asked to meet all or part of the actual cost. The ratio of required leadership assistance is dependent upon factors like the size of the group, the number of members without usable vision, the general adequacy of the members and of the available helpers, and the nature of the trip or outing. Generally, it is better for public education purposes to keep groups small, i.e., about ten to fifteen

members. Larger groups are more likely to include blind individuals who too prominently affirm some of the negative blindness stereotypes. This is a constant probability because the members tend to be older blind individuals and in unfamiliar surroundings. Some groping and helpless gesturing are almost inevitable; and so is some patronization reaction from the public.

Specialized recreation centers are usually ancillary units of large multi-function rehabilitation agencies for the blind and/or the handicapped. Often, the parent organization owns and operates at least one out-of-city facility which may be used to supplement the center recreation program. Some organizations have summer camps with comprehensive outdoor and indoor camping activity programs. Some are winterized and used throughout the year for outings and weekend camping trips.

Social Events

Congeniality is inherent in recreation because recreation is committed to satisfying human need. Congenial means "in accord with one's nature, temperament, needs. . . ."² Elements of sociality and congeniality are contained in most recreation activities like dance, drama, groups, language

² Webster's Collegiate Dictionary, op. cit.

and music. In fact, without these elements the activities in these categories would be unacceptable as recreation. The satisfaction of human needs is logically associated with joy. Since man is by nature a social animal, congeniality in social situations is natural to him.

The specific and discrete activities which are found in this recreation category should perhaps more aptly be thought of as recreation experiences. The primary participation requirement is to be one's social self. This recreation category includes an expansive array of banquets, celebrations, and parties; carnivals, entertainments and fairs. These interrelated events are pervaded by the atmosphere of fun, gaiety, laughter, food, refreshments, in which a high tone of optimism and hope help to restore flagging morale.

Of course, there is always the "bread and circuses" danger; the patronization of the blind via food and entertainment to assuage the fear and guilt of the sighted. The best way to avoid this calamity is to involve the members in the planning and conducting of the social events. A fundamental principle in specialized center recreation for blind adults has been developed to alleviate the negative associational resultants of these social events, viz.: Large mass gatherings of blind participants should be carefully planned to provide for maximum membership participation in planning

a constructive theme or purpose, in the preparation and in the operation of the activity with the assistance of adequate staff, paid and/or volunteer, in order to promote acceptable behavior conducive to positive interpersonal contacts, and in order to avoid the confusions and lack of individualizations which tend to over-emphasize and dramatize effects of blindness.

Also included in the social events category are lounge, television, and canteen. Many centers provide lounges where a member can go and just sit, talk, or watch television. The television sets have large screens, and chairs are arranged for close viewing without obstructing the view of other partially sighted members. Members who can not see the screen enjoy listening and being part of the group. Most centers have some sort of canteen consisting of a variety of vending machines. However, some centers include a refreshment stand which even dispenses cans of beer, and which recreation directors opine is not always an unmitigated blessing.

Sports and Games

Many activities in this recreation category are included in specialized center programs. The most prominent and regularly recurrent activities follow:

- | | |
|---------------------|-------------------|
| a. Bingo | e. Roller Skating |
| b. Bowling | f. Table Games |
| c. Gymnastics | g. Shuffle Board |
| d. Pool (billiards) | h. Swimming |

Several reasons are suggested for the widespread inclusion of sports and games activities, viz.: the wide range of needed skills, efforts, and involvements, from the very simple in bingo to the very challenging in chess; from the relatively inactive in table games to the active in roller skating; and from mild rivalry in shuffleboard to intense competition in bowling.

Bingo

Bingo is a popular activity with most members, but it is especially desired by the older folks. Adapted bingo boards are available from the American Foundation for the Blind at about \$1.50 each. The boards are made of black plastic material with large white numbers in depressed squares in which the braille number equivalent appears. Therefore, a member can decipher the large white number, if he has sufficient usable vision; or may read the number with his fingers, if he can read braille. Many members can do neither, and still do not wish to be left out of the game. Various schemes have been devised to permit these members to play bingo independently, e.g., one board is constructed so that

the twenty-four numbers increase arithmetically by threes,
viz.:

B	I	N	G	O
3	18	33	45	60
6	21	36	48	63
9	24	XX	51	66
12	27	39	54	69
15	30	42	57	72

Despite adaptation and contrivance, some members are able to play only if sighted volunteers check their boards for them. In some centers, arrangements are made for these members to sit at designated tables so that one volunteer can assist five or six individuals. Members should be urged to try to learn the first ten braille symbols and perhaps be able to play outside the center. It is important to limit both the length of the activity and the prizes offered. In large programs, bingo ravenously uses quantities of donated prizes. Some centers charge five cents for a board, and the money collected is then returned in small prizes. The bingo caller, staff or member, should interject amusing commentaries, which help to make the game more interesting. Members who played independently are easily able to handle their own markers which are wooden squares just a shade smaller

than the depressed squares on the bingo boards. Bingo can be played with small groups of about ten members, as well as with large groups of over one hundred members. Centers, in which social group work is the principal methodological commitment, tend to de-emphasize bingo despite its popularity with the members, because there is so little opportunity for constructive interpersonal involvements.

Bowling

Bowling is an activity of major proportions at many specialized centers. Some centers possess their own regulation alleys which are fully used. Other centers make use of alleys located in nearby community service clubs, or use regular commercial alleys which are rented for practice, special events, and bowling tournaments. The majority of active bowlers, particularly those in competitive leagues, tend to be men and women under fifty years of age. However, age is no real bar. In some programs, men and women in their seventies, and a few in their eighties, bowl regularly in non-competitive or social bowling. In New York City, several hundred members bowl weekly at centers or on rented off-premises alleys. There are three formally organized competitive leagues for blind bowlers who are all affiliated with a national organization, The American Blind Bowlers Association. This organization conducts an annual national tournament

in a different city in which more than six hundred blind bowlers compete for national championships, prize money, and trophies. The phenomenal growth of bowling for blind persons, parallels a similar development for the general population. In this sense, bowling has served as an admirable link with the community and with normality. Some superior blind bowlers are accepted on regular bowling teams in their neighborhoods, and some members regularly bowl socially with relatives and friends.

As a large muscle activity, bowling meets the severely deprived recreation need for activity and movement. Only minimum skill is required. Physical strength is a minor factor. Amiable rivalry and/or competitiveness make bowling a significant means for promoting activity and movement within the center program. Bowling seems to appeal to both intellectual and non-intellectual members, men and women, young and old.

The only substantive necessary adaptation is a fixed or portable guide rail, fifteen to twenty feet long and thirty-six inches high. This rail is used by totally blind bowlers to determine direction straight down the alley, and the distance to the foul line. The bowler without sufficient usable vision, after getting his ball, moves to the end of the guide rail which is at the foul line. He then steps

back three, four, or five steps. On his approach delivery, the free hand glides lightly along the rail as he moves toward the foul line to release the ball. A few totally blind bowlers can not master the moving delivery, and bowl from a stationary position at the foul line, i.e., at the end of the guide rail. Centers with bowling facilities have permanently fixed rails which run behind the gutters for right-handed and left-handed bowlers. Portable bowling rails can be purchased from the American Foundation for the Blind for approximately \$15.00.

Other adaptations relate to optimum lighting for the bowlers with usable vision; and the recommendation that twin alleys with a center ball return are preferable to alleys with the return on one side. The former reduces accident potential by eliminating the crossing of another alley to get a ball.

A sighted person, or member with sufficient vision, serves the essential function of identifying the pins remaining after the first thrown ball, viz.:

	7	8	9	10	
	4	5	6		
		2	3		
		1			

In many centers, the scorers are staff members who also function as activity leaders, instructors, and computers of competitive averages and team statistics. Provision for non-competitive and non-social instruction bowling periods is a desirable practice. It is important also to include light bowling balls, ten or twelve pounders, for some of the non-competitive bowlers. High school students serve admirably as pin-setters. Usually it is necessary to pay them in order to insure continuity of the activity.

Gymnastics

Gymnastics should be a carefully circumscribed activity. Some specialized centers have small exercise rooms which are used by small groups of younger adults. Most members seem to know and be careful about their physical capacities in relation to vigorous sport and exercise, but selective screening is advisable. Blindness is too often associated with other physical difficulties for which specific activities are medically proscribed, e.g., certain eye conditions preclude vigorous bending, excessive vibration or jumping. Exercise rooms usually contain two standard pieces of equipment, viz., a stationary bicycle (exercycle), wall weights and mats. The mats are used for lying down exercises.

Knowledgeable and sensible supervision is extremely important. This accounts, in part, for the fact that these

gym facilities are so little used. Nevertheless, there are a sufficient number of younger adults, and some older members, who enjoy the regular exercise, and who seem to benefit from the activity, at least in their opinion.

Pool Playing

Pool playing is very popular with male members who have enough usable vision to line up the cue ball, the object ball, and the pocket. Good lighting is helpful. In order to aim properly, some of the members have to play with their noses almost touching the green felt of the playing surface. Players are mostly younger men, under forty years of age. No special equipment adaptations are necessary. Cue tips need to be replaced relatively more often because visually handicapped players tend to lean the cue stick in an unbalanced position while waiting a turn to shoot. The seasonal replacement cost of the felt is about \$50.00.

At some specialized centers a variation of pocket pool known as bumper pool has become very popular. The playing surface is much smaller and therefore easier for the partially sighted person to encompass visually. Also this piece of equipment can be purchased for about \$75.00, whereas regular pool tables are much more expensive.

Roller Skating

Roller skating is an active, regularly recurrent activity in some centers. The participants are primarily younger men and women, under thirty, who have usable vision. In many centers this once popular activity has died out with the rise in membership age level. In a few centers, roller skating is handled as an outing event. Special arrangements are made with a local roller rink to admit a group of blind members, each of whom is accompanied by a volunteer skating partner. Skating is fine exercise and the swift rhythmic movement meets many recreation needs and helps to overcome some of the intrinsic effects of blindness. For blinded members who skated when sighted, the activity can be a positive link with past skills and experiences.

In centers where roller skating is still popular with younger adults, caution is urged regarding necessary supervision and control. A high ratio of volunteer assistance is desirable. When someone falls it is imperative that help be immediately available, in order to avoid a pile up. Excessive speed should be censored quickly. No special adaptations are required. Regular indoor shoe skates with wooden or plastic wheels cost about \$14.00 per pair. Some of the members bring their own skates. Usually the center auditorium is used for skating. Both floor and skate maintenance present problems. Skating music provides rhythm

and variety. It has proven desirable to have the music come from a specific localized point which can serve as a reference for the physical orientation of the skaters as they go around the auditorium.

Table Games

Table games attract many members, especially those with some facility with braille. Card games of various sorts are most popular. Members often organize themselves into regular groups, and become known as the poker club, pinochle club, bridge club and canasta club. Several kinds of rummy and lesser known card games like "chemin de fer," are also played in specialized center game rooms. Many centers permit nominal betting, which in poker parlance is known as "five and ten cent limit." It is desirable to make the card game just one of the activities in which the member participates, so that he has not come to the center just to play cards. For a good game, it is essential for the players without usable vision to read braille fluently. It is necessary to know only thirteen braille symbols in order to include the cards from ace to king, and the four suits, clubs, diamonds, hearts and spades. In braille, the first ten alphabetic letters, "a" through "j" are identical with the numerals one through nine for the letter "i," with the

tenth letter "j" being the zero numeral. A letter "c" is needed to designate the club suit; this is the numeral three. The letter "d" for diamonds is the numeral four. The letter "j" for jack is also used as the numeral zero to designate a ten. The three card identifications not covered by the first ten braille symbols are the letters "k" for king, "q" for queen, and "s" for the spade suit, viz.:

1	2	3	4	5	6	7	8	9	0
A	B	C	D	E	F	G	H	I	J
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
K	L	M	N	O	P	Q	R	S	T
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠

It is advisable not to mix reasonably fast players with slow players, unless the game is conceived as a learning experience for the slow players--then the fast members see themselves as indigenous and patient volunteers. Brailled cards can be purchased from the American Foundation for the Blind at about one dollar per pack. There are some organizations that give a deck of brailled cards without charge to any blind person. Regular community bridge clubs are a good source for usable card deck solicitation. Braille playing cards is a service offered by agencies for the blind that engage in braille transcribing.

In chess and checkers the pieces are shaped differently to identify the opposing sides, e.g., the white chess pieces are all pointed on top, while the black pieces have smooth tops. The simpler pieces in checkers are either round or square with a depressed hole on one side to indicate a "king." In chess, the pieces are usually pegged to fit holes in the middle of the square in the chess board. Some centers are experimenting with a chess board in which the alternate squares are depressed and the chess pieces are identified by either a round or square base which fits into the depressed square. Not too many members play chess or checkers, but those who do play are regulars. Occasional intra-center tournaments help to stimulate interest. Recently a telephone and mail chess fraternity has begun to develop among blind players living in different states and in Canada. Adapted chess and checkers sets are available at the American Foundation for the Blind. Prices range from \$1.00 to \$5.00.

Dominoes is popular with older blind men and women. Domino pieces with raised pips from one through six are easily identifiable by players without vision, even if they can not read braille. The simplest form of this matching game requires little or no leadership supervision. Probably the more varied versions of the game would attract some of

the more intellectual members who need additional challenge in their game activities. These adapted domino games are also available at The American Foundation for the Blind for about \$2.00 per set.

Several language games, scrabble and anagrams, require not only sufficient braille reading ability, but also ability to remember and picture various word formations. Members with high school or higher education are more partial to scrabble and other language games. In scrabble, the pieces, white with black letters, are also brailled. The scrabble board squares are slightly depressed so that the pieces just fit into the squares to form the various words and word combinations. These are the only adaptations. Scrabble games cost about \$7.00 at the American Foundation for the Blind.

There are other table games in use at centers, but these are not used regularly, e.g., chinese checkers, monopoly, and variations of tic-tac-toe. The American Foundation for the Blind is the best source for the purchase of table games, as well as for advice and assistance with regard to necessary adaptations of regular games and materials.

Shuffleboard

Shuffleboard is played in many centers by small groups of two to four members. No special equipment adaptations

are necessary. There are two types of board, a long one, about twenty-eight feet in length, and a short one, about twelve feet in length. The same pieces, four "A" weights, and four "B" weights are used to slide down the board to knock off the opposite weight and/or to score your own by getting it as near as possible to the end of the board. Members without usable vision can play the game without leadership help, but slowly. Players and/or leaders with usable vision are required to accelerate the action and to add descriptive content to the game. In some centers, shuffleboard has been developed into a major activity through the organization of tournaments and contests, with prizes and awards. Maintenance of the shuffleboard's smooth surface is somewhat of a problem because some players throw rather than slide the weights. Weather and humidity are factors which have to be taken into account. Boards should be cleaned, waxed, and sprinkled with wax powder quite often. The smaller shuffleboard costs approximately \$300.00. A set of eight weights is priced at \$32.00. The long shuffleboard costs nearly \$1,000.00.

Swimming

Swimming is a regular program activity in only a few specialized centers which have their own swimming pools. Participation in swimming should be urged and promoted

because the activity is so tension-relieving, refreshing, and generally healthful. The buoyant effect of the water and the relaxing exercise counteract many intrinsic restrictions of blindness. There are many opportunities to relearn and/or perfect old skills, and to learn new skills. Six specific aquatic skills can be included, viz., (1) swimming and swimming skills, (2) life-saving and survival swimming skills, (3) diving, (4) skin diving, (5) water games, and (6) SCUBA. Participants are usually mostly younger men, but there may be some ladies and gentlemen in their sixties and a few in their seventies. No special facilities adaptations are required. Physical movement outside the pool is necessarily more slow and cautious. Medical clearance is essential, particularly in relation to certain eye conditions, e.g., high myopia and glaucoma. The fact that swimming is desired by certain members is indicated by center arrangements for special swimming outings and/or classes in regular community center pools. However, these are usually dependent upon the availability of appropriate volunteer assistance and tend to be sporadic in their frequency.

Miscellaneous Activities

Human activity which is response to recreation need is considered to be recreation. The intrinsic quality and/or quantity of an activity are relatively insignificant factors

in their categorization within a particular professional discipline, e.g., adult education, vocational training, adjustment, or recreation. The primary elements which identify an activity as recreation are the attitudes and motivations of the participants, as well as the evident satisfactions which are derived in the performance process. It is in this sense that a miscellany of non-categorized recreation activities are perceived in the specialized recreation center programs, viz.:

- | | |
|-------------------|-------------------------|
| a. Beauty Culture | e. Ham Radio |
| b. First Aid | f. Religious Activities |
| c. Home Nursing | g. Tape Recording |
| d. Mobility | |

Beauty Culture

Beauty culture classes for women include hair cutting and styling, make-up and skin care, posture and good grooming, and weight control in relation to health and appearance. Of course, participant enthusiasm is enhanced by the derivative physical, psychological, and utilitarian benefits. The leaders, paid and volunteer, also get real satisfactions from their part in improving the outer, and perhaps the inner images of the members, who have so many real reasons for doubting themselves. There is no doubting the significant

uplift experienced by a blind woman as a result of her new hairdo, facial, and some sincere fussing over her appearance by an interested worker. It is not difficult to obtain the cooperation of the beauty industry, e.g., volunteer consultants, hair cutters, and donations of beauty culture materials. Here is a recreation activity with positive transfer values in which the image of blindness is altered constructively, member by member. Perhaps this is why beauty culture volunteers are reported to be such dependable leaders.

First Aid and Home Nursing

First aid and home nursing are taught by qualified instructors assigned by the nearest local Red Cross chapters. Where these classes have been included in center programs, they have been full to capacity. The usual abundance of patience and some simple ingenuity in adapting procedures and equipment make these useful skills achievable for the members. These classes demonstrate the interest and the concern of the members for themselves and others. Such activities also serve as additional links from the community to the center and to the members. Satisfactory completion of the course means the awarding of official Red Cross certificates. This is proud recognition of meaningful accomplishment for the community, the Red Cross, the center, the leaders, and, of course most of all, the blind individuals.

Mobility (indoors)

Mobility in this category refers to movement within the center. Particularly in larger centers where there are more than one hundred members in a season, it is imperative and desirable that planful efforts be made to teach and encourage independent movement between rooms and floors of the facility. Here is a prime area for the positive utilization of indigenous leadership. Members are eager to serve on welcoming committees, and on individual orientation assignments. Both parties are encouraged and strengthened in this mutual interaction, particularly if the orienter happens to be a mobile totally blind member. In some situations, it is necessary to use staff, paid or volunteer, to planfully improve the mobility of certain members. Often, movement exercises are combined with required fire drills. Sometimes it is useful to organize exploration trips around the center and/or the entire agency building. One of the best motivations for independent member movement is related to the pervading attitude of offering assistance only when it is needed and wanted, thus impelling members to move without help.

Ham Radio

Ham radio operation might be included in the "Language Category" as a communications activity. However, sending and/or receiving messages should be preceded by an extended

period of learning about electronics. In addition, each member should be required to construct an elementary receiving set, from a kit--and then comes the wonderful reward of an official license as a ham operator. In one center a group of members with special skills and interests have organized themselves as a Ham Radio Club. They have an extensively equipped club room and are immensely proud of their registered call letters. In another center, a more amateurish group is led by a volunteer who is a science high school teacher. He provides most of the equipment, some of which is on official loan from his school. Members who can afford it purchase their own receiving kits and supplies. Innumerable interpersonal and community connections are being forged through this recreation activity.

Religious Activities

Religious activities need to be carefully circumscribed. Blindness seems to have little partiality with respect to religious persuasion, although in the New York City centers, a predominance of Roman Catholics is discernible. This is probably an associational phenomenon with demographic and geographic factors accounting for this larger religious prevalence. An aggressive attempt should be made to handle religious differences in a positive and constructive manner. Frank and open attitudes of acceptance and respect for all

religions should be fostered through discussion groups and joint participation in religious festivals and ceremonials to the extent that this is permitted by particular religious tenets. Adherences to religious obligations should be encouraged, and the proscribed eating of meat on Friday should be officially observed in serving food and refreshments. Mindful of the fact that so many members are elderly, some centers have instituted monthly memorial ceremonies which seem to please a great many members. Another monthly ceremonial can recognize birthdays which serves to individualize as well as bind members together in common humaneness. In centers with large numbers of non-white and/or Puerto Rican members, similar efforts should be made to emphasize the positive aspects of human differences. The intrinsic and extrinsic effects of blindness common to all the members tend to ameliorate somewhat the fears and prejudices held by particular members, who on the whole possess the less knowledgeable and less sophisticated attitudes toward racial, religious and nationality minorities. Unfortunately, it is evident that neither common misfortune nor common denegation, nor common propinquity can be relied upon to engender too much understanding and acceptance. Nonetheless, the planful integrative activities conducted in the pervasive atmosphere of satisfactions derived from meeting recreation needs seem

to reassure and relax the defenses which separate people.

Tape Recorder Clubs

Tape recorder groups are a recent development. Many blind persons already are familiar with the Talking Book, the phonograph for which all legally blind individuals are eligible through request to their local or state, public or voluntary agency for the blind. Members enjoy learning how to operate the various types of tape recorders. Some of the members can talk expertly about the various types of recorders and tapes. It is apparent that this skill and knowledge significantly contributes to self-satisfaction and self-confidence. Tapes can be and are used in a more flexible and more personal manner than talking book records. Some members are already in exchange correspondence, via tape, with individuals in other states, and one member has exchanged tape recordings with someone in Europe. Tape club members can use their equipment to record special center programs, which they do with enthusiasm and effectiveness. They also assist the center drama groups by recording individual scripts and recitations, as well as by taping needed sound effects. The Tape Club can also develop various tapes for use in dance classes, and record practice sessions of some of the center bands. Tape recording is another center

activity which can function well with adequate member leadership. One of the mundane objectives of the tape groups is the possession of at least one home tape recorder by each member. Many interesting and worthwhile group projects can be initiated by the members to achieve this desirable goal. Community service clubs and local electronics stores and factories are quite willing to cooperate through donations of recorders, tapes, and sometimes funds. Such special interest solicitations should be carefully controlled, but such activities add to the vigor and viability of the groups.

CHAPTER VI

LEADERSHIP

Paid Staff

Many program factors are integrated to function in certain patterns of relationships through which an institution, as a whole, moves slowly or rapidly, or perhaps not at all, in the general direction of its avowed interpretations and objectives. All program factors have some significance, and each one varies in relation to the use by leadership. The fact that leadership is the "sine qua non" of program factors is one of the firmest convictions of professional recreation and social group workers. The strength of the specialized recreation center service is a function of the quality and quantity of the leadership.

The specialized center recreation worker must have many outstanding characteristics and abilities if he is to cope successfully with the unique problems he will encounter when working with visually handicapped persons. In addition to inexhaustible patience, he should possess basic professional qualifications. This means that he knows the philosophy, principles, and methods of organized recreation and/or

social group work. He should have adequate physical, mental, emotional and social abilities, as well as certain specific recreation and/or group work skills. A good sense of humor, and an outgoing enthusiasm that reaches out to people are important ingredients of every leader's personality. The specialized center recreation worker should have a sufficient knowledge of the history and developments in "work for the blind." As a professional worker, the leader should know, understand, and accept the purposes and aims of the center. However, this need not imply complete agreement about the indispensability of any one operational method for achieving particular program goals. The leaders should have a broad understanding of professional recreation and social group work. He should also be knowledgeable about the intrinsic and extrinsic effects of blindness upon recreation needs. Leaders should be acquainted with the significant characteristics of the center members, i.e., those which affect program activities. A recreation worker with a working knowledge of braille has increased effectiveness; and if he manages to learn the manual alphabet so that he can communicate with the occasional deaf-blind member, he is looked upon with great admiration and affection.

In the literal translation from the Latin, "principeum," principle means "beginning," not in the sense of time, but in the sense of reason. The preceding leadership principles

should serve as beginning guides for the selection, supervision, training, development, and most importantly the retention of specialized recreation center staff. It is a curious paradox that in work for the blind, a field apparently favored by legislation, literature, and social sanction, it is difficult to recruit staff; and even harder to keep them, especially on the supervisory and leadership levels. Staff members in these classifications are either in short supply or lacking in professional and other qualifications.

Studies reveal that supervisory and leadership salaries are approximately 20 per cent below recommended or prevalent minimums in professional recreation and/or social group work. Annual supervisory salaries range from approximately \$4,000 to \$7,000, and leadership salaries start at about \$3,500 and go to \$5,000 per year. No wonder that staff with professional and technical qualifications are soon attracted to other fields. To make matters worse, little recognition seems to be given to the exceptional strain on staff workers in direct contact with handicapped members. Even inexhaustible patience and a healthy outgoing personality soon wear down because of staff shortages and the increased demands which are then made. To ease the situation somewhat, great reliance is placed on part time skill leaders who are paid hourly rates ranging from \$2.00 to \$4.00. Three of every five staff members in existent centers are unpaid

workers, i.e., volunteers. Without volunteers, the center programs would have to be drastically curtailed and/or altered. The significance of the volunteer is frequently and emphatically expressed in agency and center literature.

Volunteer Workers

The specialized recreation center and its parent agency are positive expressions of citizen interest, concern, responsibility and sanction. There is general recognition that voluntary service is a fundamental characteristic of American social democracy. Edward C. Lindeman, teacher, social scientist, and philosopher, wrote that the volunteer continues faithfully to make his contribution of time, devotion, and money not because of any legal compulsion, but because of "obedience to the unenforceable."¹ A similar notion has been expressed by a quite different source. The Royal Bank of Canada Monthly Letter recently included the following:

One does not need to have a romantically heightened view of giving oneself away, but only to remember that the contribution made by individuals and groups voluntarily is the real foundation of democratic society, and that it is one of the ways in which, in spite of mechanization and automation, we remain human.²

¹ Quoted in Brooklyn Bureau of Social Service and Children's Aid Society, "Teamwork for Community Service," 92nd Annual Report, June, 1958.

² The Royal Bank of Canada, "The Volunteer in Our Society," The Royal Bank of Canada Monthly Letter, XLIII, No. 8, Montreal, Canada (August, 1962).

The volunteer is basic to the specialized recreation center program for adults. With program activities so heavily weighted with hand crafts, and with the participants totally blind or severely visual handicapped, the required degree of individual assistance is not feasible on any other basis. Many of the specific activities in the recreation categories of dance, drama, games and music require a ratio of leadership to membership which can be approximated only through the use of volunteer assistants.

In the specialized recreation center the volunteer is the essential program resource. Persons of widely different training, experience, ability, interest and motivation may serve in the following capacities: as formal advisory and policy-making representatives of community interest and concern; as interested and knowledgeable fund raisers and procurers of equipment, materials, and other volunteers; as skilled leaders to impart skills, knowledge and attitudes, or as assistant leaders who perform the indispensable tasks of preparing materials, equipment, refreshments, or act as readers, guides, or just listeners; and otherwise help in a myriad of unclassified but necessary supportive tasks which are beyond the attention and capacities of paid staff; as personal and informed emissaries who help to link the center and the members with the community; and as ingenuous conveyors of enthusiasm and ideas which help to enrich the

program as well as to project a positive public image of the center and blind individuals. Through their pervasive numbers and influence, volunteers can significantly help to promote center activities which tend to weaken the tenacious blindness stereotypes.

Recruitment

Volunteers are a function of the public image of the institution. Volunteers may be obtained through formal publicity in the mass communication media, i.e., radio, television, newspapers, and magazines. Direct contacts with local community organizations and service clubs are sometimes fruitful. Student service groups in regular high schools, or youngsters from vocational high schools make excellent activity assistants, guides, and refreshment and meal servers. Undergraduate and graduate students in education, sociology, and psychology can be recruited as field work students. The bond with local colleges and universities is particularly fortunate because these institutions of higher learning may serve as sources for speakers, as well as for technical assistance in research, evaluation, and staff improvement. Often, volunteers beget other volunteers--relatives and friends; and sometimes center members bring in a resourceful relative or friend who is eager to be of some assistance; but away from the recruiter unless the particular

member requires almost constant companionship, e.g., a deaf-blind individual. Recently, a new source for useful volunteers has appeared, the retired individual, particularly the retired school teacher anxious to be occupied meaningfully.

Volunteers may assist at occasional parties, dances, or special events like serving as ushers for play presentations, or volunteers may accept regular weekly assignments for an entire recreation season. Experience suggests caution when a volunteer wishes to devote too much of his time to "the blind." Generally, dedication is a fine sentimental concept, but it is fraught with peril on the direct member contact level. Almost inevitably, the needs of such a volunteer result in disturbing personal involvements with members.

Screening

Recreation directors deplore the fact that too often, reality needs for program assistants lead to rationalizations about acceptance and/or retention of volunteers who are minimally effective in carrying out their assignments; or even worse, those with apparent personal needs and attitudes which are detrimental to the objective of obliterating the blindness stereotype of dependence-inferiority or its converse, dependence-superiority. Volunteers should be carefully screened on the administrative or supervisory level to determine their emotional suitability and motivations for wanting

to assist in the specialized program for blind persons. At the same time, professional staff must guard against a tendency to deprecate a devotion to and sympathy for hurt humanity. Altruistic sentiments are respectable, whether they arise from one's identification with blind persons, a guilty conscience as penance for personal sins, or the expression of a desire to appear noble and self-sacrificing. Whatever the complex combination of motives, the common impulse to do for others should not be inquired into so closely that suspicion and doubt quench its existence. Many persons have little conscious understanding of why they are volunteering. They become upset by questions which seem to cast doubt on their intentions. Therefore, these preliminary screening interviews should be carefully conducted by skilled supervisors or directors with special training in interviewing techniques.

There is little doubt about the need to get some personal data from which the supervisor can make initial and tentative judgments about the general attitudes of the prospective volunteer toward differences in people, i.e., differences in physique, race, creed, national origin, education, socio-economic levels, intellectual and behavior idiosyncrasies, and of course, visual deprivation and the intrinsic and extrinsic effects which result. The interview

content may seem too comprehensive, but experience demonstrates that this can be encompassed in one exploratory interview, and with revealing and encouraging results. There undoubtedly are, and there undoubtedly will continue to be some volunteers who are emotionally incapable of understanding and accepting the principle of self-direction and self-determination for the member, in which process the volunteer plays an indirect or enabling role rather than a manipulative one. Volunteers who continue to demonstrate the inability to help members to help themselves, should be directed to exploit their talents and energy in center tasks in which personal contact with members is minimal. Sometimes, it becomes necessary to administratively terminate the relationship with the volunteer, in a graceful and dignified manner. In this regard, it is suggested that the explicitly formulated procedures and practices for the selection, orientation, and supervision of volunteers include provision for a three or six month trial period. During this probation period, either the volunteer or the center may decide that the best interest of both will be served by continuance, transfer, or termination. It is common experience also, that compromising rationalizations based on expediency inevitably impair achievement which further the aims and objectives of the center. The extreme concern of an eminent

authority about this aspect of volunteering was expressed in a strong and extreme recommendation for a formal pledge of restricted activity by the volunteer, viz.:

I pledge myself to be the eyes of the blind. I will try with all that lies within me to be free of false feelings about blindness--feelings that blind persons are strange or different--feelings that they have a sixth sense or miraculous compensation--feelings that they are geniuses or that, on the other hand, they have warped or twisted personalities.

I will attempt to realize completely what I am now beginning to recognize, that there is no common personality pattern among blind persons. And I will try always to see each individual blind person with whom I come in contact as an individual human person with an individual human personality.

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And my actual relationship to the person to whom I am assigned will be the relationship which is assigned to me. . . . I will refrain from any attempt to influence the life or actions of the person who is blind--I will not try to be mother or father or sister or brother to the person who is blind. I will not allow myself to be financial benefactor to him. Nor will I own or possess him. I will not make him dependent on me--nor myself dependent on him.³

Reverend Carroll's impatience and brusqueness with humanity, at least the humaneness of volunteers, is unrealistic, especially in the light of modern psychiatric belief that abhorrence of physical injury and death is a fundamental and universal factor in man's behavior.⁴

³ Carroll, op. cit., pp. 357-358.

⁴ Jules H. Masserman, "Anxiety and the Art of Healing," Current Psychiatric Therapies, Vol. I, ed. Jules H. Masserman (New York: Grune & Stratton, 1961), p. 217.

After determining the emotional stability of the prospective volunteer, other general qualifications should be established, viz.: dependability; adaptability; workmanlike approach to tasks; a willingness to accept the center's philosophy, principles, policies, and methods; a readiness to accept training, supervision and criticism; and like paid staff members, an abundant supply of patience buttressed with a sense of humor.

Training

Volunteers are eager for immediate assignments, as if they need to prove to themselves and to others how useful they can be--and the activity program needs them. Volunteers should be required to attend basic instruction sessions before assignments to activities. In some centers, these sessions are held monthly or bi-monthly dependent on the number of selected volunteers awaiting assignments. Pre-assignment orientation should include familiarization with the physical aspects of the center and the parent agency, introduction to key staff who have some relationship to the recreation function, lectures and discussions about the program, instructional meetings with skill workers, and then intern-type assignment under supervision. In-service training should continue through staff meetings, conferences and exposure to appropriate writings in the field. Evaluation

should be a specific aspect of supervision.

Supervision and Evaluation

Data from the New York City study of major specialized recreation centers for blind adults strongly suggests that time requirements in activities with members, in training workshops, in individual and group conferences with leaders and supervisors, be explicitly planned and specified. Regularity and punctuality of attendance should be expected and noted. Volunteers like to sign in. The leader in charge of an activity should be responsible for all the volunteer assistants in the activity. Volunteers should be included in regular staff conferences which deal with program content and the achievement of center goals. Special topics should be included for the benefit of volunteers and perhaps paid staff as well, e.g., how to recognize and get the overly dependent members to move in the direction of helping themselves; how to encourage the insecure to risk themselves in mobility and to attempt new things; how to impart patience to the individual who cannot wait, and humor to the irascible, and social awareness to the isolate. Often, the volunteer represents a special quality of personal interest by virtue of being unpaid, and is thus able to develop a more positive and enabling relationship with the member than the professional worker. With this kind of rapport a capable volunteer

can help members to help themselves, even when this means referral to the professional workers for follow-up of serious problems revealed to the volunteer. It is essential that volunteers understand that no dichotomy exists between the best welfare of the member, and the best welfare of the center. The center exists for the member, and what is best for him, must be best for the center. Responsible loyalty to the center is in the best interest of the member. Here Father Carroll's pledge of restricted activity looms like a shadow over the well-intentioned volunteer who becomes personally involved in member problems which only trained personnel should handle.

Recognition

Recognition is a basic human need. People volunteer for many conscious and unconscious reasons. Satisfaction is therefore likely to be more in the realm of the intangibles which are founded in an individual's own growth and knowledge of helping fellow human beings. Nonetheless, intrinsic and esoteric qualifications are enhanced by planful recognition of special accomplishments and/or time served. Of course, the most effective recognition is the sincerely expressed praise of the supervisory leader or the gracious appreciation of the member. These should occur frequently within program activities. Formal affairs, end-of-season

parties, special affairs, and staff dinners, lend themselves as occasions for recognition of the indispensability of volunteers and the identification of specific individuals for special services. Some centers use well-designed certificates. At one center, a silver pin is given to volunteers who have served in the program for five years. Volunteers are frequently written up in the organizational literature, and sometimes included in press releases to local news media. Volunteers are included in the agency mailing list for receipt of agency news bulletins, informationals, and invitations to special agency and center events.

The volunteer is basic in and indispensable to the specialized recreation center program. Recruitment, selection, training, supervision, evaluation, and recognition are interrelated aspects of a continuous process of growth and development for volunteers, no less than for paid staff. In larger centers with more than one hundred regularly assigned volunteer workers, the full time employment of a supervisor of volunteers should be seriously considered.

Professions

Profession education and appropriate training presuppose an abiding interest in personal growth and development which is consonant with growth and development for the profession of recreation, or of social group work, and for

the center. The humane professions cannot be practiced in a vacuum. Professional workers need to frequently renew and evaluate their purpose and goals, and knowledge and practices in order to work most effectively in a field in which understanding and values are changing.

The center and the worker have an obvious stake in professional growth and development, and both should take positive and explicit responsibility for providing the climate, the time, and the resources which will promote self-satisfying improvements in staff knowledge and skills. The center should provide the means through which staff members, particularly those on the leader levels, may secure additional training via in-service programs as a regular part of center work schedules. Appropriate time off should be arranged for workers to attend selected training courses given by colleges, groups of agencies, or other training sources. The centers should maintain a staff library stocked with pertinent standard and current professional writings, and promote frequent use of these materials through regular forums and meetings.

Staff should be continually alert to developments in the social science professions that may result in changes in methods and materials which enhance member participation and achievement. With the encouragement and cooperation of center administration, all staff members should be active in

some of the professional and service recreation and social group work organizations, viz.: The American Recreation Society, The National Recreation Association, The National Association of Social Workers, and the American Association of Workers for the Blind. Center workers should regularly read the periodicals published by these organizations, e.g., The American Recreation Journal, Recreation Magazine, Social Work, and Proceedings of the annual A.A.W.B. conventions. Attendance at and active participation in the meetings and conventions of these professional and service organizations should be facilitated, and appropriate recognition given to members who devote their time and talents to the expansion of knowledge in the field. In this connection, staff should be familiar with the library and other research facilities of the American Foundation for the Blind. Workers should be urged to be research minded as a means for doing a more effective job as well as for personal growth and development.

CHAPTER VII

ADMINISTRATION

Administration encompasses planning, organizing, managing, directing, controlling, and evaluating of the specialized recreation center. These processes occur to a greater or lesser extent on all levels of leadership function. For example, an arts and crafts instructor plans the activity of the class, organizes the resources available, manages these resources in relation to the members, directs the members and the helpers, and controls and evaluates the activity and the accomplishments. As one goes up the scale in the administrative hierarchy, the managerial factors increase and there is more concern with overall aspects of administrative effectiveness in relation to the philosophy and objectives of the center. Administration is thus a means to ends. Proper administration, like leadership, can get the most from whatever center resources are available; but improper administration can result in the pauperization of recreation opportunities and experiences in a superior setting with the most adequate physical resources.

The Board of Directors

The highest level of administrative function is the lay board of directors, sometimes referred to as the board of trustees. Since the board represents community auspices and sanction, it should be truly representative. The board of directors should include able and influential leaders representing a broad spectrum of cultural interests, viz.: finance, industry, commerce, labor, public office, communication and public relations media, service clubs, women's organizations; prominent members in the helping professions of medicine, law, social work and education, as well as selected responsible center members. All board members should be considered on the basis of their interest and merit, and regardless of race, creed, national origin and/or physical handicap. Responsible and capable blind members from the center should serve on the board in order to provide an official channel for membership expression regarding the objectives and policies which affect the persons for whom the center exists. The board of directors should be concerned primarily with broad policy-making decisions relating to the continuing validity of the center's purposes and objectives; and with how these are being accomplished through the administration of the center's operations.

The aims and objectives of the specialized center

should be clearly formulated in a written statement against which the program of the center may be regularly and frequently evaluated on the basis of appropriate and valid program data reported by the staff.

The Executive Director and Administrators

Although all personnel concerned with the outcome of administration should have some part in planning commensurate with their responsibilities and interests, there should be one executive director accountable for carrying out the policies established by and with the board of directors. The executive director should be employed by the board and be directly responsible to the board.

The executive leadership should provide the organizational structure, personnel, management policies, procedures and finances, to enable the effective fulfillment of center purposes and objectives. It is essential that the form and content, structure and method of administration be in accordance with the basic philosophy of the center. The quality of administration is a means of implementing center purposes and objectives. The executive director should provide for the efficient coordination of the administrative, supervisory, and leadership levels of function so that there will result the most effective implementation of principles and achievement of center objectives. The administrative

leadership establishes the channels by means of which facilities and equipment may be acquired and maintained, personnel may be employed and developed, appropriate records may be kept, programs may be financed, public relations established, and the entire enterprise evaluated with the staff and board. No one person performs all these functions; yet, to a certain extent every staff member performs some of them. For example, every staff member is almost continuously a public relations and public education representative of the center. With scrupulous regard for the confidential nature of certain personal information about blind members, a staff worker is a representative of the center, and work for the blind in general, when he discusses his job and the center with neighbors and friends.

Administrative and supervisory management should be structured so that lines of responsibility and authority are understood and accepted by all concerned; and it is a sound principle to directly associate responsibility with authority.

Supervisors

In centers in which staff size requires differentiation into the three principal leadership function levels, i.e., administrator, supervisor, and leader, it should be the supervisor who has the primary responsibility for selecting the paid and voluntary workers to carry out the program.

activities. It should be the responsibility of the supervisor to plan and carry out in-service training programs with instruction-leaders. These programs should be concerned not only with the achievement of program objectives, but also with the needs of the staff members as those needs relate to center aims and purposes.

Administrative distance places the supervisor in the most advantageous position to determine that facilities, equipment, and supplies are maintained in good working condition, and are completely safe for use by the members. In this connection, the supervisor, with supplemental assistance from the activity leaders, should seek constantly for new supplies and equipment, which will enrich the program. This should include the many resources that are available in scrap materials which may be acquired with little or no expenditure of funds. Volunteers who are employed in appropriate firms, or have relatives or friends in such firms, are good sources for obtaining such scrap materials. Sometimes, even board members enjoy the opportunity to be helpful in this fashion. Many activities in arts and crafts, like sewing, millinery, knitting and rug-making can be developed with the use of donated scrap materials.

Employment and Personnel Practices

Employment and personnel practices should insure the selection and retention of properly qualified staff, adequate working conditions and salary scales commensurate with the qualifications and responsibilities of the various staff positions. Personnel practices, job descriptions, and qualifications should be formulated in writing.

In hiring staff, the professional, training, and experience qualifications of the individual for the particular position should be the primary considerations regardless of age, sex, race, creed, national origin or physical disability; unless these latter characteristics directly interfere with the effective functioning of the individual on the job in question. For example, a totally blind person can not adequately supervise an active swimming program; nor can a certain leader be effective in a group with deep and intensive feelings about religions, races or nationalities. Notwithstanding the general positiveness of interacting differences, common sense dictates a consideration of the realistic levels of member functioning and understanding. Whenever normal vision is not a fundamental prerequisite, it is desirable to select otherwise qualified visually impaired personnel. Such staff members have served successfully as board members, administrators and supervisors. Blind staff

members can be leaders and instructors in music, especially guitar, recorder, and folk song groups, and in discussion and forum groups. Visual handicap should not be a prerequisite for a position.

The stability of a center is a function of a satisfied and developing staff. To promote the recruitment, growth, and retention of staff, administrative and supervisory management should provide policies and practices which strengthen these personnel processes. While altruistic and humanitarian impulses are important ingredients of the motivational factors which direct workers into this field, the more tangible rewards for working in a specialized field are nonetheless highly significant in establishing and improving the status and morale of specialized recreation center workers. Recruitment and retention of adequate staff have been extremely difficult. There seems to have been an erroneous and unfortunate assumption that the negative implications ascribed to blindness apply also to the staff that works with blind persons. The rather obvious fact that work with exceptional individuals requires personnel with exceptional qualifications has been noted more through emotional reference to dedicated individuals than through pragmatic professional considerations. This is why prominent authorities in the field consider that work for

the blind is far below the qualitative level of achievement than work with the handicapped in general.

As a noteworthy beginning, salary levels should relate to those prevailing in the area, supplemented by established professional salary standards designed to attract and hold competent personnel. Specialized recreation center studies have shown salaries to be significantly lower than professionally recommended minimums and/or those prevailing in non-specialized recreation centers. Staff morale can also be improved through planful individual and personal supervisory recognition at staff meetings and/or social functions, as well as through fair salary rewards. There should be explicit salary ranges which provide for minimum and maximum pay levels with reasonable discrete intermediate steps for annual increases on the basis of satisfactory performance.

Staff growth and retention are aided also through purposeful individual and group conferences. Administrative and supervisory staff should consider the conference an essential method of supervision for all center staff members, paid and volunteer. Program and time difficulties must not prevent the development of a system of individual and group conferences which includes full time and part time staff members. Because such a large proportion of center

employees tend to be part time workers, scheduled time assignments should provide for such regular conference opportunities. No better supervisory method is known for helping a worker to do a more effective job.

There should be recognition of the fact that non-professional and supportive staff members like clerks and maintenance workers also need considerations which encourage their energies and skills in behalf of center program objectives. In the informal atmosphere of a recreation center, these workers may have frequent and influencing contact with members. Their contribution to the climate of the center will be more positive if they have a basic understanding and appreciation of program purposes and how their assignments and relationships relate to these purposes.

Time of Program

The determination of program duration for the center as a whole, and for individual members in particular is more often a function of administrative factors than factors which pertain to the needs of the blind members.

Program Season

Many specialized recreation centers for blind adults operate as subsidiary units of multi-function agencies for the blind. The recreation service is considered an adjunctive or ancillary aspect of the total rehabilitation agency

program. Frequently, the parent agency may also include a supplementary camp facility and summer program. As a result, many specialized recreation center programs commence in late September and operate for from thirty-five to forty weeks until early or mid-June. Key staff workers report for work from two to five weeks before the members, to plan and to prepare; and usually stay on a little shorter period to close up, evaluate, and record significant information about program and members. Some of the staff members are used in the agency's supplementary summer program. Operation costs also determine the length of the center season. There is little doubt, however, that the needs of the members dictate a full fifty-two week annual season, for their recreation needs are no less urgent during the summer months, even for those who are able to attend the summer facility for the usual two-week vacation.

Weekly Attendance

Administrative factors, i.e., cost of transportation, food, staff, materials, and the size of the facility generally limit membership attendance to once a week. Center objectives, ability of member to travel independently, and inclusion of large group activities, sometimes permit more frequent attendance for individual members. The presumption of member needs based on the known characteristics of

specialized recreation center members suggest that two attendances per week is a much more desirable standard in relation to the objectives of specialized recreation centers for blind adults.

Daily Program Time

Specialized recreation centers for blind adults are usually operated for two to five days a week. Two types of daily sessions are found in operating centers. These are generally characterized as the morning-afternoon session, from about 10:00 o'clock in the morning until about 3:00 o'clock in the afternoon; and the afternoon-evening session which operates from about 2:00 o'clock in the afternoon until about 9:00 o'clock in the evening. Administrative, membership, and locale factors determine the sessions for particular centers. The earlier morning-afternoon session is predicated largely on the notion, which is prevalent in senior citizen groups, i.e., that leisure time is most pressing during former work time, and that in the evening, the older folks want to be home with their families. The later afternoon-evening sessions preferants claim that most specialized recreation center members need more time for personal preparation in the morning; want the longer recreation program day; enjoy the somewhat more formal, fuller evening meal which is part of program; and actually prefer being

away from the family. For many members, the afternoon-evening session seems like a full day away from their confining room and apartment. In the large urban setting, traffic problems make the afternoon-evening session preferable. Of course, day time programs do encourage independent travel for some members, but this group is very small.

Program Planning

The program of every individual member should be individually planned because visually impaired persons who need specialized recreation services require skilled selection and grouping of activities. An individual program should provide opportunities for membership participation in both active and passive activities. The encouragement of physical movement should be a dominant objective because immobility is one of the primary resultants of blindness. Considering the strong social isolation factors in blindness, emphasis should be given to group-centered and inter-group activities in which participants can share past and present experiences in a positive and self-strengthening manner. Nevertheless, there should also be provision for participation in recreation activities in which the member can function alone, as in many arts and crafts activities. Members should also be able to take part in activities which will give them opportunities for positive experiences in homogeneous as

well as heterogeneous groupings based on differentiating factors like sex, age, race, religion, national origin, intelligence, education, socio-economic status, and other human characteristics. Large mass gatherings of blind participants should be carefully planned to provide for maximum membership participation in formulating a constructive theme or purpose for the event. Adequate staff should be provided to assist in the preparation and the operation of large mass gatherings, i.e., large social dances, in order to promote desirable behavior which is conducive to positive interpersonal contacts, and also in order to avoid the disconcerting confusions and lack of individualizations which tend to over-emphasize and dramatize the effects of blindness which strengthen blindness stereotypes. Unless there is such careful planning and membership involvement, large mass gatherings too easily acquire many of the debilitating characteristics of the historic "bread and circus" for the unfortunate.

In connection with the inclusion of members in all activity program planning, there should be recognition of the fact that many member groups contain potential indigenous leaders who should be provided with opportunities for the utilization and development of their leadership talents.

Finances

Most specialized recreation centers for blind adults are subsidiary units of multi-function agencies for the blind. The specialized recreation center budget is therefore a part of the total agency budget. Although fewer in number, there are some centers which operate as individual agencies, e.g., The Phoenix Center for the Blind in Arizona, and The Seattle Social Center for the Blind in Washington. Numerous factors determine annual per capita costs which range widely from less than \$100 to more than \$300. Approximation of costs can be computed by considering those cost factors which more directly affect budget, e.g., transportation cost at about \$2.00 per round trip per each member; from \$1.00 to \$2.00 per meal; and staff salaries. These are the principal items in specialized recreation center budgets which are subsidiary parts of parent rehabilitation agencies in which physical facilities are provided.

The administrative leadership of the agency and/or the center should provide the personnel, policies, and procedures which will provide the finances to enable the effective operation of the center. Administration should planfully develop a broad base for continued and substantial fund raising from private and public sources. Accredited methods of fund solicitation should be utilized. Fund raising should not control or unfavorably influence program

functioning or the attainment of program objectives. Sometimes this is easier said than done. Too often, the motives which engender donations are more deeply affected by presenting blind individuals in pitiful and helpless roles. Desperate fund raising efforts are self-defeating in relation to the purposes and objectives of the center. For example, the utilization of blind members as direct solicitors of funds and materials denigrates the center, work for the blind, and most of all the members themselves. There can be no justification for a program that destroys its foundation while it tries to build. The maintenance of the edifice soon becomes the dominant objective.

There is no substantive dichotomy between program aims and ethical fund raising when both are housed in the same philosophical framework of principles, where both belong. When the need for the center is well established; when the auspices for the center are soundly representative, and when the administration is effective, resourceful and imaginative; public education and public relations will result in adequate support for the program. Relatively large sums for capital and operating expenses should be solicited through methods and practices which are in general concordance with the code of fund raising principles developed by the American Association of Workers for the Blind.

There are internal policies and practices which have an effect on center financing. Every effort is required to guarantee the most effective use of donated funds. Waste of equipment, materials and costly services like light, heat and telephone must be kept to a minimum. Members who can afford to meet all or part of the cost of materials and services should be expected to do so. All staff and members should be aware of their potentialities as community informants about the center program. The special interests of individual donors and/or foundations should be planfully exploited in the interest of center program support. Special areas in which public funds may be available for regularly recurrent services like transportation should be explored with the appropriate public organizations. Finally, a properly audited financial report should be made public annually, in conjunction with valid and meaningful statistics.

Records and Reports

Records serve many essential purposes which directly affect program. Analogy to administration is apropos. Administration is a means to program achievement. Records are devices which serve to portray, compare and evaluate program activity and achievement.

Administratively, records serve the purpose of fiscal

and prudential accountability to the board of directors and to the community of donors whom they represent. Every center should establish effective methods for recording and reporting significant and valid business and financial information including copies of budget, payroll and other expenditures. Administration is also concerned with basic program data concerning the number of enrolled members, monthly intake, and attendance frequencies. Other record and report forms include personnel applications, accident report forms, petty cash requisitions, and purchase forms. Special reports are often prepared to appeal for funds, equipment, and materials, and/or to inform and influence current and future program planning. Sometimes these latter data are included in a descriptive annual statement which accompanies the annual statistical report.

On the supervisory level, the preceding administrative reports need to be supplemented with additional content relative to individual activity attendances as well as personal information about the members as individuals, and their behavior in program activities. It is at this point that a sharp distinction can be discerned in the quality and quantity of recording. The difference is classic and fundamental, and represents one of the distinguishing characteristics between professional recreation and social group work. In

organized recreation, recording of membership behavior is minimal, even where individual member case records exist. Usually, only extreme behavior is noted in addition to a listing of activities and expenditures for the season. In social group work, the written account of a member's continual behavior in the group serves as the principal method and tool for evaluating the member's progress and the worker's achievement. The carefully documented case record is indispensable in social group work supervision. In this connection, it is important to point out that objective and pertinent case recording requires trained skill and is time consuming; supervisory case record study also requires trained skill and is time consuming; the resulting supervisory conference for behavior evaluation, diagnosis and prognosis is time consuming, and the supportive clerical processes involved in the physical making of the case record, typing, filing, and storage are expensive. However, it should be emphasized that all records should serve the best interest of the member for whom the center exists. Records should be regularly scrutinized to make sure they serve important center purposes.

The basic records used in most specialized recreation centers include the following: (1) an intake card or form with essential personal and demographic data, health facts with advised recommendations from the member's

physician, as well as explicit information about whom to notify in case of emergency; (2) an individual program activity card which is filled out seasonally in conference with a staff member; (3) a volunteer registration and activity assignment card on which seasonal notations are made regarding attendance, punctuality and effectiveness. Numerous other forms may be utilized dependent upon center program objectives and the availability of resources for the preparation, completion, and use of the records and reports. Again the basic criterion must be better service for the member. Certain of these forms have been standardized by professional and service organizations.¹ Many university recreation texts include suggested forms.² Usually centers adapt these recommended forms to meet their specific conditions and needs.

Site and Facilities

Specialized recreation centers for blind adults are usually located on sites and in buildings which house the parent multi-function welfare and rehabilitation organization. Nevertheless, the basic principles which apply to the location

¹ Morton Thompson, Starting a Recreation Program in Institutions for the Ill or Handicapped Aged (New York: National Recreation Association, 1960), pp. 11-12, 16.

² The Athletic Institute, The Recreation Program (Chicago, 1954), pp. 135-145, 160-162.

and structure of the larger unit apply as well to the subsidiary recreation center.

In choosing a site careful attention should be given to the current and future stability of the neighborhood, i.e., its general character, legal zoning, the availability of public utilities and adequate public transportation. Because restricted mobility and dependent travel are intrinsic effects of blindness, the center should be located in relation to the prevalent residential densities of the blind members to be served. Accessibility is important also for staff, and for those members who can travel independently under reasonable circumstances. Accessibility to public view and visit are significant influencing factors in public relations and fund raising.

Though most centers are located in urban areas where desirable land is at a premium, the site should be sufficiently large to accommodate the building with ample car parking area. There should be some provision for appropriate and seasonal outdoor recreation activities, picnic grill, and a walking area which can be used for dancing and games like deck shuffleboard. If possible, there should be some landscaping. The atmosphere and character of the site and the physical plant should create an impression of friendliness and warmth through form, design, and color.

The National Recreation Association has developed specific recommendations and standards for various types of recreation facilities.³

Facilities

The design of the building should allow for future expansion without major material alterations. Every effort should be made to wed function and utility with building necessities and economic expediencies. Multiple use of facilities and equipment should be planfully considered to assure the most varied and effective recreation service. Except for highly specialized activity facilities for bowling and swimming, most other purely physical units can be used for multiple purposes, e.g., a physical exercise room can be used for reading and discussion groups, if the room is well ventilated and chairs are stored nearby; dining rooms can be used for club meetings; and if appropriate closets are available, the dining room can easily become a game room; and by moving some tables and chairs, dancing can be taught to small groups.

In addition to providing space and appropriate equipment for a wide variety of recreation activities and experiences, a center should include necessary private offices for

³ The National Recreation Association, Planning a Community Recreation Building (New York, 1955), p. 220.

staff, a conference room of suitable size, a waiting room for visitors, ample storage space, rest room facilities for staff and participants, a first aid room, coat room, public toilets, public telephones, and reception and/or entrance and exit arrangements which will safeguard the security of the building. With more than two stories, elevators are a necessity for most of the members. Experience indicates that for older blind persons an elevator operator is preferable to the self-service automated elevator. Member traffic on and off the elevator needs to be directed by a staff member.

Extensive adaptation of facilities or equipment is not necessary because of blindness and/or the relatively older years of the specialized recreation center population. Some considerations are helpful because these not only contribute to safety, but also facilitate and encourage independent movement, a primary objective of the program. For example, it is helpful if the several floor plans have a generally similar design, i.e., hallways, exits, toilets, offices, and activity areas. Long main hallways should be straight, unencumbered, and not too wide. A convenient hip-high (about thirty-six inches high) guide rail encourages swifter and more confident movement--avoids groping and shuffling. Sharp corners at sudden turns should be rounded.

Sound cues are helpful for locating important and/or dangerous entrances and exits. For example, a continuous fifteen second interval sound chime is a pleasant and welcomed clue to the main entrance for members who travel independently. Doors which open on to dangerous landings should make a distinctive warning sound upon opening, or the inside door-knob should have a distinctive shape or knurled surface. Men and women rest rooms and toilets can be identified in similar fashion. Health permitting, walking stairs should be advocated. Such movement and exercise is encouraged when convenient hand rails are provided on both sides of the stairway. In consideration of the older members, the stairs should not have abrupt (square) nosing, and floors should have nonslip surfaces.⁴

Swinging doors, like fire doors, can be dangerous for blind persons. Wherever possible such doors, and other frequently used doors, should be of the sliding variety. More than one-half of specialized recreation center participants have some usable vision. Optimum lighting with planful use of wall, ceiling and floor colors, affect general tone and atmosphere as well as promote indoor mobility.

⁴ American Standards Company, American Standards Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped (New York, 1961), p. 9.

Observation of program activities by interested staff, donors, and community representatives is a necessary and not undesirable reality if handled discreetly and wisely. The dignity and self-respect of members are the ultimate considerations. The abundant use of glass partition is desirable, for this makes necessary observation unobtrusive and least disturbing to program. Such provisions are especially recommended for the swimming pool in order to keep spectators off the floors used by the swimmers. Observation from outside the room of an activity permits explanations which are not appropriate in the actual presence of members.

While certainly not typical, the recently constructed New York Lighthouse includes facilities for many recreation activities, viz.: swimming pool with appropriate locker, toilet, storage, and observation provisions; two regulation bowling alleys with lockers and an area for spectators; a small gym and exercise room; a large auditorium with modern stage, lighting board and two dressing rooms; necessary public telephones, toilets, cloak rooms, visitors' lobby, and a good size meeting room with an adjoining pantry-kitchen for smaller parties, club-meetings and functions. On one main recreation floor are located the large dining room with a capacity for one hundred twenty-five diners, and of course a modern kitchen.

Adjacent to the kitchen is a wet-stand and canteen operated by a trainee from the vocational rehabilitation division of the agency. The ceramics room, with ample storage space and outlets for the necessary voltage for several kilns, has eight tables with two chairs per table. A fully supplied arts and crafts unit can accommodate sixteen members comfortably. Four sewing rooms, a music room, typing room, game room, and lounge with sink, stove and refrigerator complete the principal facilities on this floor. There are two staff offices, toilets, and several large storage closets. In addition, several large rooms in other parts of the new building have been designed for use by the drama groups, forums, clubs, dance classes, staff conferences, and any other special recreation functions. Most of the enumerated facilities, except those particularly specialized like the swimming pool and the bowling alleys, the ceramics and the crafts units, will be used for multiple purposes. For example, the music room will also be used for reading groups, discussion groups, club meetings and even small parties because it is so near the lounge kitchen unit; and of course the auditorium is used for large functions like dramatic presentations, dances, roller-skating, professional conferences, and major fund-raising events.

The National Recreation Association has recommended certain minimum facilities for the effective operation of a

small community recreation center, viz.: (1) an auditorium or assembly hall with removable seats or a gymnasium; (2) lounge for informal reading and quiet games or discussions; (3) room for a specialized activity like arts and crafts, workshop or game room; (4) two rooms for clubs, hobby groups, or other multiple use.⁵

Public Relations

The specialized recreation center for blind adults begins as an expression of community interest in and concern for the needs and well-being of fellow citizens who are blind. Though the need for the specialized service is real, and the institutionalization of the specialized recreation service is valid, only a relatively few members of the community may perceive the need, and sanction its gratification through the creation of a center. Thus it becomes a continuous responsibility for the center to extend information about its program, to enlarge community interest in the program, and to marshal and engage greater community resources for the program.

The board of directors and the top executives and administrative leaders are charged with the primary responsibility

⁵ National Recreation Association, Schedule for the Appraisal of Community Recreation (New York: 4th printing, 1957), pp. 13-14.

for public education and fund raising. Most emphatically, however, every staff member, paid and volunteer, is an important element in the on-going, continuing process of informing the public and enlisting public interest. To a lesser extent, but at times more effectively, the handicapped members themselves serve as effective ambassadors of the center.

Adequate publicity must be supported by adequate program achievements, but publicity practices should zealously safeguard the interests and the right of self-determination of the members. Many members are delighted to cooperate in efforts to inform the public about the program as well as show off their particular notable achievements.

Safety

A frequently used persuasion in the vocational placement of blind individuals is the alleged fact that blind persons are less prone to industrial accidents than sighted persons. Nonetheless, in the more complicated and varied activity environment of the specialized recreation center, considerable foreseeability of accident potential is strongly advised. Staff and participants should have the necessary knowledge, skills, and attitudes about personal and group safety in the use of equipment and materials, and in general mobility. A common sense awareness of hazards precludes

much grief, pain, strain, filling out forms, and expense. Safety consciousness quickly engenders the mundane habit of pushing unused chairs as close to tables as possible; fully opening or closing hinged doors; moving furniture, equipment, and other obstacles back to their accustomed locations, or making proper announcement of necessary changes. Totally blind persons have been hurt because they have tried to sit down on a chair which someone has unthinkingly and quietly moved. A dropped sixteen-pound bowling ball will cause serious foot injury. Bowlers should be urged to get their fingers in the holes of the ball before lifting it off the rack. Some visually handicapped members have to be taught how to bend to retrieve a dropped article. Too often, members will hit the sharp edge of a table because they bend over, rather than knee-bend down. Safety is an interesting subject for discussion which requires little motivation. Members are eager to find out, and to be helpful. There should be regular and frequent review of necessary and protective safety aspects of the center program. A safety committee with staff and member representatives supplemented by insurance and safety advisers adds another informative and useful activity to program.

Safety concerns should begin with the member's admittance to the center. Those programs which operate as

separate entities, i.e., they are not affiliated with multi-function agencies in which cleared and selected clients are referred for center membership, should, as an important aspect of their intake process, require physical and other reports so that programming and supervision will consider activity limitations and safeguards for particular members. Trained and competent first-aid personnel should be available during program activities. In view of the handicap, and the general debility characteristics of the older members, it is desirable and reassuring to have a nurse around; one who can perhaps be useful also as an activity leader, e.g., conduct groups in home nursing, first aid, or just general personal and public health.

Administrative and supervisory personnel should be familiar with the explicit procedures operative in emergency situations of member illness and accident, i.e., when and how to call an ambulance, doctor, priest, relatives, and to notify the executive leadership when serious complications arise. Emergency telephone numbers should be prominently posted. If the center has a switchboard, the operator should have these numbers instantly available upon notification from the responsible administrator or supervisor.

Experience indicates that panic is more likely, and more frightful, when the individuals involved are blind. The utmost consideration should be given to fire-proofed and

fire-protected facilities, equipment, and materials. The interest and suggestions of local fire department officials should be sought. Incidentally, they also can serve as informative lecturers and discussion leaders. Their recommendations for fire-drill procedures should be rigorously followed--and of course, all such emergencies should be drills, even when there is smoke. Arrangements for assisting totally blind members should be carefully detailed and circulated. It is not wise to be careless about any safety precautions. Liability as well as humanity are direct functions of foreseeability.

Maintenance and Housekeeping

The characteristic location of most specialized recreation centers in buildings which house the parent organization, underscores the interpretation of specialized recreation for blind adults as an integral component of rehabilitation. The proximate location of the center within the physical context of the multiple service agency makes the regular agency maintenance and housekeeping services available to the center. In such situations, the center administration has but minimum responsibility for these necessary components of facilities management. It is clear, however, that even in these fortuitous situations, the recreation service needs to concern itself with maintenance and housekeeping.

Program size and content determine the extent of assistance needed. On a general basis, programs with approximately one hundred members per session need a full-time maintenance man and a full-time housekeeping worker. Activity programs which make multiple use of available facilities need assistance in moving tables, chairs, pianos and other equipment. Minor repairs require the skill of a maintenance employee. Parties and entertainment leave facilities in a mess. Recreation staff workers should not be expected to do maintenance and housekeeping chores, although they often have to in order to conduct activities. A dance teacher usually will not wait for the maintenance man to come to clear the room of chairs and tables. With the help of some of the members, the task is completed, often just as the maintenance man arrives. Staff can assist in this difficult area by careful management of equipment and supplies. Each worker has the responsibility of putting away the materials which belong in closets and cupboards. Activity areas should be left in reasonable order. This means that many leaders must take and/or assign responsibility for basic cleanup after an activity.

The general cleaning of the building and its individual facilities takes place after activity program hours. In large centers, specially oriented maintenance men are

assigned to specific tasks like keeping the swimming pool in legal and safe condition, and giving the bowling alleys the special care needed to keep them in satisfactory condition for the competitive bowlers.

Adequate maintenance and housekeeping are essential to safety, economy, staff and member morale, public interest and support, and the achievement of the aims and purposes of the center.

Evaluation

As a process, evaluation is an essential element of a dynamic and developing human organism and/or human institution. Neither program activity, nor program expansion, can be accepted as evidence of program achievement, since neither activity nor expansion should be objectives of program. The mere process of wanting to know, of inquiring and exploring, and of judging the validity and meaning of reported as well as demonstrated accomplishments, serves to keep a program viable and growing. The continual utilization of basic principles to guide evaluation, judgment and planning make this process an essential of program operation.

Evaluation is a professional obligation. The trained worker understands the common human tendency to become so immersed in process and activity, that sense of direction is lost. Before long, the goals and objectives of the center

are obscured. Workers become busier and busier but proceed backwards because they are heading in the wrong direction. The essence of the supervisory process is interpretation and evaluation, followed by understanding and growth.

Evaluation should not consist solely of an effort to justify, or of a search for program elements which can be used for exploitive purposes. It is not unethical to be aware of member and center accomplishments and to properly present these as demonstrable evidence of achievement and worth. But there should be no shrinking from the discovery of weaknesses. Evaluation must be as objective as possible and conducted genuinely. Valid conclusions cannot be derived from biased data. The professional worker is distinguished by his secure attitude toward honest questioning of his performance.

Program evaluation is treated comprehensively in many scholarly recreation and social group work textbooks. Professionally directed recreation programs usually include suggested staff appraisal schedules. The very process of developing such an instrument denotes an intelligent and wholesome appreciation of research and evaluation. In 1955, the Recreation Commission, City of Long Beach, California, developed a "How'm I Doing"-Chart which included critical and searching questions in principal areas of program

operation, viz.: professional preparation and outlook; personal; human relationships; program; organization; and equipment, supplies, facilities, areas and buildings.⁶ Each area contained from ten to twenty specific evaluatory inquiries which were focused to reflect professional growth and development, personal and job growth and development, improvement in human relations awareness and skills, increased utilization of recreation activities and experiences to meet the recreation needs of the participants, more effective administration, and a more critical concern with the inanimate components of program in relation to use, safety, appearance and budget.

⁶City of Long Beach, California, Recreation Commission, "How'm I Doing"--Chart for Recreation Play Directors, July 18, 1955 (mimeographed).

CHAPTER VIII

SPECIALIZED PROGRAM FACTORS

Food Service

Food and refreshments are significant ingredients in all center programs for adults. In many centers, the meal is a major activity from a point of view of cost, staff, facilities, equipment, materials, maintenance, time, and general administration. It is essential, therefore, that the meal serve as an important recreation activity to meet many recreation needs in a manner compatible with the principles and objectives of the program. Positive and negative aspects of providing meals are recognized. Of course, when center activities range from five to nine hours, some provision for a meal is a basic necessity of program.

The positive considerations for meal inclusion include the following: (1) for many members, having a meal with one's associates in a recreation setting, and as a specific part of the schedule of activities, seems to promote congeniality and socialization; (2) most members are in marginal economic circumstances, and for them the meal represents a substantial monetary saving, a needed nutritional supplement, and a welcomed respite from the ever-demanding

chores involved in meal procurement when one is blind and/or alone; (3) even for the relatively few members financially able to purchase a restaurant meal, going out engenders too many anxieties and tensions, and involves too many travel problems even in centers which are located in areas containing acceptable restaurants; (4) this is the one activity which groups all or most of the members in one assembly, and which can be used for certain center announcements, activity notices, recognitions, and attendance notations for statistics and transportation home car assignments.

The negative aspects of meal provision revolve around the subtle characterization of the members as dependent unfortunates in need of "bread and circuses." Despite screening, one needs to be ever watchful for the insidious staff member, paid or volunteer, whose behavior is tangible evidence of a basic fear of blindness and resultant pity for the members as he enthusiastically "feeds" them. The giving and receiving of food and refreshments is often equated emotionally with the giving and receiving of personal interest and affection. Frustrations, hostilities, and misunderstandings are inherent in the specialized setting, increasing the needs and susceptibilities of givers and receivers, and pauperizing both. The meal becomes a destructive activity, and serves as a deterrent to the constructive meeting of recreation needs.

Because the meal is a necessary and costly recreation activity, it is important to conduct it planfully and wisely. The all important prevailing atmosphere in the dining room is determined by the preparation, quality, and quantity of the food, the manner in which the meals are served, the general decor and decorum in the dining room, i.e., reasonable quiet, absence of bustle and tension, as well as the considerate relationship between the members and the helpers. While the partaking of food with one's friends promotes conviviality and friendship, the actual or fancied denial of anticipated food or service begets surprising impatience and irascibility.

Centers usually charge a nominal fee for a meal, i.e., from thirty-five cents to sixty cents, unless a member pleads inability to pay. Theoretically, charging is supposed to negate some of the pauperization associated with free meals. Experience does not substantiate this hypothesis. The other factors relating to the general atmosphere in the dining room seem to be more potent and determining.

In many centers the kitchen and dining room facilities are also used by other agency service units. A specific department of the parent organization, usually associated with the business and maintenance functions, supervises the kitchen-dining room operations up to the point of food

service to the members. The recreation center responsibility usually begins with the procurement of meal servers. In some centers, high school students from honorary and community service clubs faithfully and competently help to get the meal from the kitchen to the members. In other centers, paid part-time waitresses are used. Not infrequently, it is necessary for regular staff to help with serving, especially during school holidays.

Most dining rooms contain formica top tables for four persons. It is advisable to arrange the tables in straight line rows so that members can more easily find their own places. Most members prefer to sit in the same seat.

The kitchen-dining room facilities are also used for parties, banquets and any special occasions requiring the preparation and serving of food and/or refreshments.

Transportation

A person is not really in the world unless he moves in it. The primary intrinsic effect of visual deprivation is restricted mobility which tends to isolate the handicapped person physically, psychologically and socially. Increased and firmer knowledge about the essentiality of physical movement, especially the positive and pervasive effects of independent physical movement, has given rise to a new specialization in work for the blind, i.e., peripatology, or the science of travel.

Independent travel for blind persons became a primary emphasis in rehabilitation after World War II, at first for veterans, and then for civilians. Pragmatic experiences in urban centers has demonstrated that for many blind persons, cane travel is preferable to dog guide travel.

However, despite increased efforts and improved techniques, it is apparent that the large majority of specialized center members can not and/or will not travel independently. These are, after all, the older folks who need specialized services and who perforce represent the less adequately adjusted individuals. Realistically, the rush and crush of big city travel is a challenging chore even for the sighted--and there are so many neighborhoods in which travel after dark is hazardous, especially for women. A relatively large number of partially sighted members can manage the trip to the center, while there is daylight, but have to be transported home in the evening. Of course, most centers are located reasonably near public transportation facilities. Nonetheless, for a blind person to negotiate a center island subway platform with but a cane or a dog guide requires superb courage, superior physical and mental abilities, and impelling motivation. It has been opined that, at best, independent travel for blind persons is an unending obstacle course.

Transportation is one of the most significant program factors, directly influencing budget and statistics. Transportation costs range from one-fifth to about one-third of the total recreation budget. Membership attendance is a direct function of provided transportation; and an organized program of recreation activities is dependent upon reliable transportation. A necessary and valid rationalization pertains to the fact that the blind members who are least mobile, are most dependent and most in need of recreation.

After experimenting with volunteer transportation, the six major centers studied have reluctantly but realistically turned to the utilization of paid private transportation services. Some centers supplement the private cars with their own agency cars, Red Cross Motor Corps cars, Council of Jewish Women cars, Lions Club cars, and some individually owned volunteer cars. Except for special events and occasions, volunteer cars simply can not be depended upon to give regular weekly transportation service. Innumerable factors cause cancellations, from mildly inclement weather to personal affairs. Substitutions can sometimes be planned, but are often fully arranged. Too often, the second line of transportation service also cancels. The result is a disappointed, disheartened member, an empty facility, and a staff with little to do. Well-meaning individuals, who have or are willing to get the suggested minimum of \$300,000 of liability

insurance coverage, invariably lose interest after several trips, particularly after encountering some idiosyncratic behavior of some members. Of course, there are some notable exceptions; and perhaps in a particular locale where community concern is high, volunteer transportation resources may be developed to provide the necessary regular service. However, it may take a full-time worker to schedule the volunteer drivers and substitutes if the organized program is large.

In the New York City centers, private limousine service has become the best answer for the organized specialized recreation centers. Most of the available private transportation services are similar. The cars hold seven persons, the maximum set by a state regulatory agency. The cost per car ranges from \$15.00 to \$22.00 for a round trip, dependent upon the total distance travelled in getting the group to and from the center. The first person picked up, or the last person taken home seldom rides longer than one hour. Most members consider the car ride part of the recreation program, and some trips, according to the drivers, would profit by the presence of a group worker in the car. Because the private services are used regularly, the drivers become acquainted with the members and some of their personal needs, e.g., the need to ride in a particular part of the car, or to sit next to a certain member, or to be helped to a certain

entrance of their residence, or perhaps to their apartment door.

The average round trip cost per member ranges from \$2.00 to \$3.00, determined by whether the car is full or riding with fewer than seven members due to absentees. Members are urged to notify the center in time to cancel their pick-up if they are not coming. Usually, several consecutive failures of this sort results in cancellation of transportation for the member with telephone and mail follow-up by the recreation center and/or a home visit from the social service department of the parent agency.

A program which averages fifty members in daily attendance will use approximately six cars to bring in members and eight cars to take them home, including those who came in independently. The six round trip cars cost approximately \$120.00 and the two extra home only cars about \$20.00, or a total of \$140.00. For an organized recreation program which is open five days per week, the transportation costs come to \$700.00 per week. Suppose a forty-week season and the transportation item comes to the tidy sum of \$28,000.00. No wonder transportation is estimated at from one-fifth to one-third of the total budget of the specialized recreation center.

Everyone agrees that such regularly provided transportation is fundamental to the purposeful and effective

operation of the organized recreation programs in the specialized centers. Obviously, philosophy, principles, activities, leadership, administration, facilities and equipment are of no avail without members who need the specialized recreation service.

All kinds of solutions have been sought to lower transportation costs. Volunteer drivers are but little help. Relatives are almost completely unresponsive. So the centers turn to the members themselves. The members are made aware of the problem. Those able to pay are urged to make some donation toward the cost of transportation. In some centers, all members are required to pay toward the cost unless they explicitly state their inability to do so. One policy is uniform in all centers, i.e., all members in receipt of public assistance are required to reimburse the center the sum of \$1.75 per round trip. This sum represents the allowance which the local Department of Welfare will add to the member's budget for this purpose, and upon request by the member. Reimbursements from this source amount to approximately 20 per cent of the total transportation cost, a significant sum. Voluntary contributions from members amount to less than 1 per cent of the total cost. Most non-welfare members state they are not able to pay.

The requirement that financially able members contribute toward the cost of their transportation is conducive to strengthening the member's feeling of independence; at least he is given opportunity to decide whether he is able and willing

to pay. Requiring all welfare recipients to obtain the allowance and reimburse it to the center is justified on the basis that it is incumbent upon the center to utilize all available community resources. Every effort should be made to safeguard, as far as it is possible, the confidential nature of these transactions. Some members are extremely reluctant to identify themselves as welfare recipients.

The high cost of necessary transportation is a serious and continuous concern for the specialized recreation center.

Fees and Charges

It is a fundamental sociological truism that prevalent social values which are distilled from the dynamic cultural matrix of mores and taboos are powerful determinants of human ideas and conduct. It is a fundamental psychological truism that an individual's concept of himself tends to conform to the expectant status and role which the surroundings decree for him.

Our culture is disturbingly materialistic. It is a reality that many of our value judgments are founded and expressed in money and material terms. Therefore, it is not surprising that so often, achievement and independence are evaluated in such a framework of values. "You get what you pay for," is the admonition of a current television commercial

about coffee; but this notion subtly pervades our sense of objective and even immanent worth. Price is associated with quality as well as quantity and that which is free is perforce inferior. Economic independence is so highly prized it often serves as the principal criterion of personality independence; then through the simplest syllogism in logic, this type of independence becomes an essential component of self-worth and dignity for society and the individual. This is the cultural reality; to be on your own and do for yourself seems to be the simplest essence of freedom and the road to self-realization.

Blindness and dependence are almost synonymous terms. Social practices and sanctions confirm and strengthen the associational relationship. In and around the major specialized recreation centers in New York City, a blind person finds it almost impossible to directly pay for a specialized agency service; to directly purchase a braille book or periodical; and too frequently, to pay for a drink in a bar, if he happens to behave as a blind person is expected to behave, i.e., needs a little help getting located, or hanging up his coat. Blind persons are the only physically handicapped individuals who receive extra income tax exemptions, half fare concessions on many public carriers, and miraculously, a seat on a crowded New York City subway, if they happen to behave as a blind person is expected to behave,

i.e., a little helpless groping does it.

Of course, there is abundant data which show beyond question that blind persons are significantly disadvantaged economically. Many of the enrolled members in the major specialized recreation centers in New York City are in receipt of public assistance, or being largely supported by relatives, or just getting along on social security pension with supplementary help from other sources. Nevertheless, whether on a full or partial basis, the sweetness of independence cannot be denied. To witness the pride and dignity which seems to emanate from a person's deepest innards, is an experience which forever weds one to an appreciation of the importance of self-determination.

At the least, there is dignity in being asked, and in being given an opportunity to declare oneself, even angrily if need be. Official center a priori denial of the blindness-dependency stereotype is inherently self-strengthening and self-respecting for the members. Expecting most blind members to pay for recreation services is patently ridiculous; or even expecting some payment from all the members in favorable financial circumstances. "You raise money for us, why should we pay," has been put to many center workers in declaratory rather than question form. There is little to be gained from discussion with these members of

the principles involved. The concern should be about the members, few or many, for whom payment for services and materials represents an opportunity for normality and linkage with an independent past, present and future.

Substituting and advocating voluntary donations from members is substantially a different matter; and in a sense may be considered a hypocritical rationalization. The financial ability of the member is affirmed while he is denied the opportunity to directly pay for what he receives. The simultaneous position of donator and receiver of services is certainly more ambiguous than the one in which a member pays what he can for services rendered.

Fees and charges, which are continual and normal facts of everyday life in modern commercial society, can be considered from another point of view. Volunteers notwithstanding, specialized recreation service for blind adults is relatively expensive. Therefore, it is incumbent upon the center to utilize every community resource; the members are close and immediate resources. Members should be asked to help themselves to the extent that they are able--and is this not a proud slogan of purpose and objectives of the specialized centers, the specialized agencies, and work for the blind in general?

There is no gainsaying the fact that at times the

administrative costs involved in the collecting and accounting of fees and charges may exceed the receipts. Efficient organization would seem to preclude such an eventuality but even so, this is beside the issue. The basic concerns are with principles and practices which enhance the status and dignity of the members by giving them the opportunity to make a decision which concerns them and their program. Members need opportunities to express a sense of power and of approbation. Why not add this additional opportunity to program media? For even in deciding that one cannot or does not wish to pay, a member manifests some ego-power. It is not unusual to encounter a center member who needs to be at the center, yet strongly resents the necessity to be there on a dependent basis.

Lastly, it should be emphasized that regardless of administrative policy concerning fees and charges, the general climate within the specialized center has the nature and properties of a culture. All things, animate and inanimate, contribute toward the attitudes and values which pervade the atmosphere and determine the roles the members take. Empirical data persuasively suggests that in this specialized milieu the knowledge that those members who can pay, may pay, is a positive factor in promoting and achieving avowed center objectives.

Some workers pose an interesting conjecture. If blind persons become too independent, who will want to help them? While this millennium is far from realization, the single response is obvious. Independent persons who are blind will not need specialized services. Their recreation needs can be met in the regular recreation facilities provided in the community. Perhaps too often, the basic motivations for donations may be suspect for many of us seem to need dependents.

Specialized center programs include many areas of function which naturally and normally lend themselves to fee charging consideration, viz.: paid transportation, meals, equipment and materials like guitars, recorders, and harmonicas in music and kits and wool in arts and crafts.

If one gets what he pays for, what is paid for undoubtedly has more worth for the member. There is an enormous difference between member worth and member worthiness. The former notion respects and strengthens personality, the latter patronizes and bemeans the individual.

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